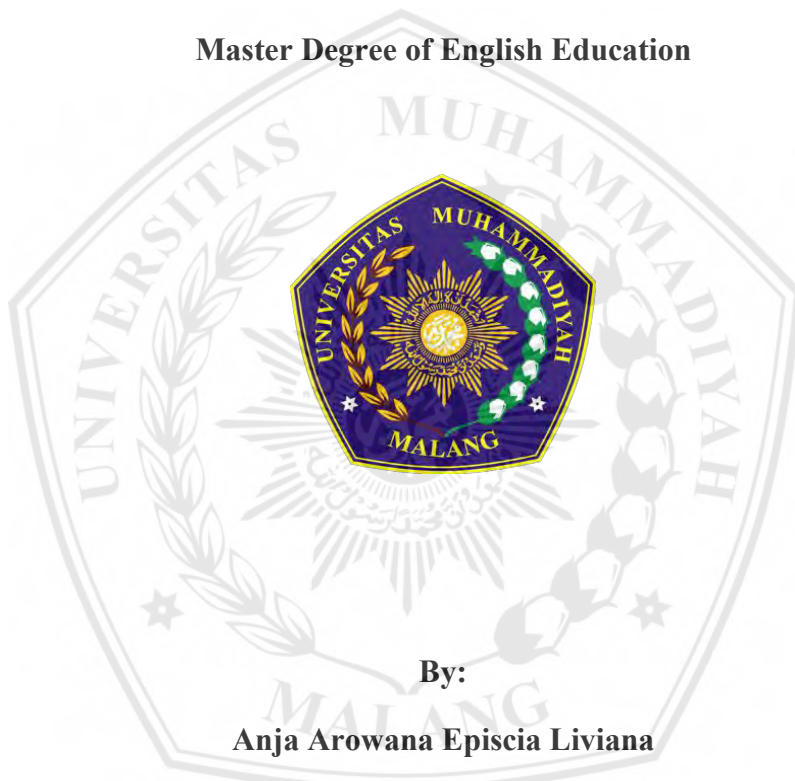


**THE USE OF ROLE PLAY MODEL WITH COMIC STRIPS MEDIA
TO IMPROVE THE ENGLISH COMMUNICATIVE COMPETENCE
OF XI GRADE STUDENTS IN SMAN 9 MALANG**

THESIS

**In Partial Fulfillment of the Requirements for
Master Degree of English Education**



By:

Anja Arowana Episcia Liviana

201610560211023

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
October 2018**

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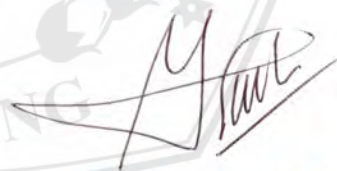
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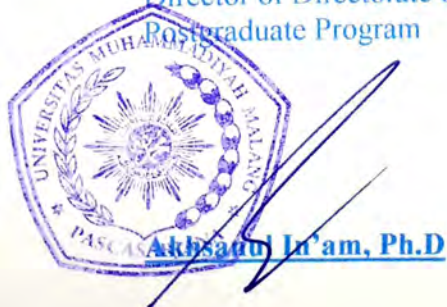
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MOTTO AND DEDICATION

For indeed, with hardship (will be) ease.

(Ash-Sharh: 5)

Dedication:

I dedicate this thesis to

My beloved parents Drs Anjisman MPd and
Rida Dwiana

And my brother Orca Oryza Anantha H.

ACKNOWLEDGEMENTS

In the Name of Allah The Beneficent and The Merciful

Praise be to Allah, Lord of the world who has bestowed upon the writer in completing the thesis writing. Peace and blessing is also upon our prophet Muhammad SAW.

This research is presented to the Master of English Education of University of Muhammadiyah Malang as the fulfillment of Master degree (S2) 2018. The research writing can not be completed without the support from many stakeholders, especially the two thesis adviser Dr Masduki MPd and Dr Hartono MPd. Both of them give valuable helps, guidance, corrections and most importantly, constructive feedback for the completion of the research.

The deepest gratitude also goes to those who have helped in finishing the research, among others:

1. The head of Directorate of Postgraduate Program at University of Muhammadiyah Malang, Akhsanul In'am, Ph.D
2. The head of The Master of English Language Education, Dr Hartono, MPd
3. The Teacher of English Lesson of SMAN 9 Malang, Tri Mulatsih
4. Beloved Parents, Drs Anjisman Mpd and Rida Dwiana, who always give their support, moral encouragement and prayers.

Malang, October 2018

Anja Arowana E.L
The researcher

ABSTRACT

Arowana E.L, Anja. 2018, The Use of Role Play Model with Comic Strips Media to Improve The English Communicative Competence of XI Grade Students in SMAN 9 Malang. Advisors: (I) Dr. Masduki, M.Pd, (II) Dr. Hartono, M.Pd.

The purpose of learning English as well as other foreign languages includes the ability of the language users to know when, where and how to use the language appropriately. However, a preliminary research findings showed that some students were reluctant to speak because they were not confident enough to speak in English. This research was conducted in order to improve the English communicative competence of 11th grade students in SMAN 9 Malang using Role Play model with comic strips media. The study tried to answer if the teaching method using Role Play Model with Comic Strips media improve the communicative competence of 11th grade students in SMAN 9 Malang and how they respond during teaching and learning process. The sequential mixed method with explanatory strategy research design was employed. The research also describes the students' response during the implementation of Role with comic strips in the classroom. A teaching observation and also tests were used to evaluate the outcomes. 72 students from SMAN 9 Malang were selected to participated in the research. An experimental group who taught using Role Play with comic strips media was set up for comparison with a group who taught using conventional teaching model. The procedure of the research was forming the experimental and control groups, pre-testing the two groups for their English Communicative Competence, implementing the Role Play model with Comic Strips Media for the experimental group and conventional teaching for the control group, doing post-test the study achievements between the two groups. According to the finding, it shows that the p_{value} is $0.035 < 0.05 (\alpha)$. It means that the implementation of Role Play with Comic Strips media significantly improves the English communicative competence of 11th grade English language students in SMAN 9 Malang. The students also gave positive response during the implementation of Role Play model with comic strips. Students were more confident in speaking English. Moreover, the students also involved in active engagement between peers and also the teacher. Role Play with comic strips provided a space of fun and enjoyable learning activities in the classroom.

Key Words: *Speaking, Role Play, Comic Strips, Communicative Competence*

ABSTRAK

Arowana E.L, Anja. 2018. Penerapan Role Play dengan Media Komik Strip untuk Meningkatkan Kompetensi Komunikasi Bahasa Inggris Siswa Kelas XI di SMAN 9 Malang. Pembimbing: (I) Dr. Masduki, M.Pd, (II) Dr. Hartono, M.Pd.

Tujuan pembelajaran Bahasa Inggris sebagai bahasa asing adalah mendapatkan kemampuan untuk tahu kapan, dimana, dan bagaimana menggunakan bahasa tersebut dengan baik. Namun, pada penelitian awal ditemukan bahwa sebagian siswa enggan dan tidak percaya diri berkomunikasi berbahasa Inggris. Penelitian ini dilaksanakan untuk meningkatkan kompetensi berkomunikasi pada siswa kelas 11 di SMAN 9 Malang menggunakan model pembelajaran *Role Play* dengan media komik strip. Penelitian ini berusaha menjawab apakah penerapan *Role Play* dengan media komik strip bisa meningkatkan kompetensi berkomunikasi siswa kelas 11 di SMAN 9 Malang dan bagaimana respon mereka selama proses pembelajaran. Penelitian jenis *sequential mixed method with explanatory strategy* digunakan untuk mencari jawaban permasalahan penelitian. Penelitian ini juga mendeskripsikan respon siswa dan bagaimana model pembelajaran *Role Play* dengan komik strip diimplementasikan. Penelitian dilakukan dengan melakukan pre-test dan post-test pada kelas kontrol dan eksperimen. Kelas kontrol diajar dengan menggunakan metode konvensional. Kelas eksperimen diajar menggunakan model pembelajaran *Role Play* dengan komik strip sebagai medianya. Menurut hasil penelitian yang ditemukan, ternyata nilai $p(0,035) < \alpha(0,05)$. Kesimpulannya, metode pembelajaran *Role Play* dengan media komik strip meningkatkan kompetensi berkomunikasi Bahasa Inggris pada siswa kelas 11 di SMAN 9 Malang. Selain itu, siswa juga memberikan respon positif selama penerapan model pembelajaran *Role Play* di kelas. Siswa mengalami peningkatan kepercayaan diri dan aktif dalam kegiatan diskusi dan tanya jawab sesama siswa dan guru. Terbukti, *Role Play* dengan media komik strip merupakan metode pembelajaran yang menyenangkan dan bisa dinikmati siswa.

Kata Kunci: *Speaking, Role Play, Comic Strips, Communicative Competence*

LETTER OF STATEMENT

I. The undersigned:

Name : Anja Arowana Episcia Liviana
NIM : 201610560211023
Study Program : Master of English Language Education

Hereby, declare that:


1. The Thesis entitled : The Use of Role Play Model with Comic Strips Media to Improve The English Communicative Competence of XI Grade Students In SMAN 9 Malang

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM**, I am willing to accept the consequences, including accepting the **CANCELLATION OF THE GRANTING MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely. **(NON EXCLUSIVE ROYALTY)**

Malang, 31st October 2018

The Writer,



ANJA AROWANA EPISCIAL



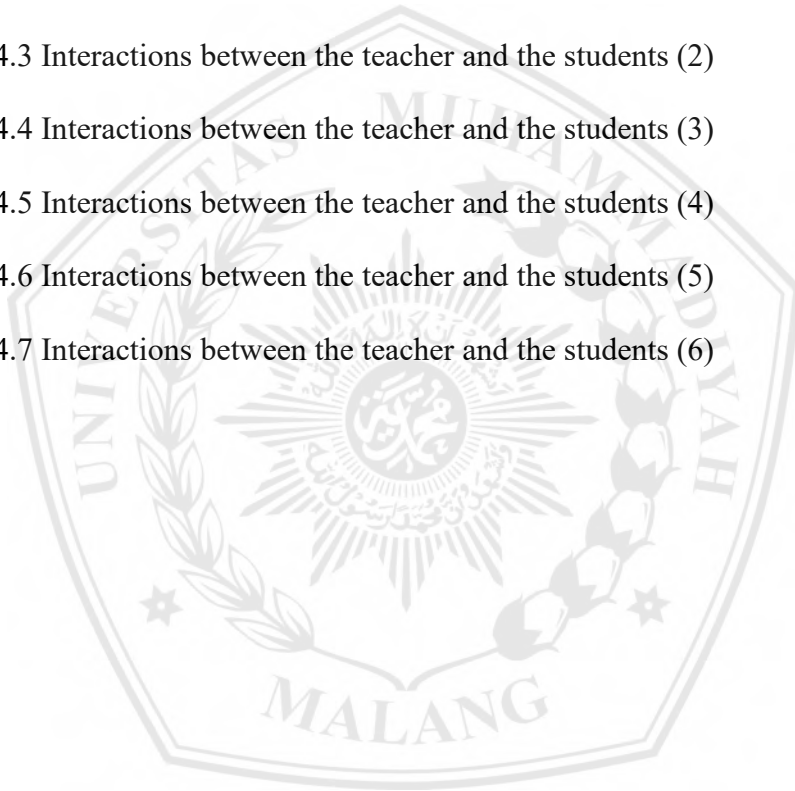
Table of Contents

Cover	
Legalization	i
Acknowledgement	ii
Motto and Dedication	iv
Acknowledgments	v
Abstract	vi
Letter of Statement	viii
Table of Contents	ix
List of Tables	xi
CHAPTER 1 INTRODUCTION	
1.1 Background of The Study	1
1.2 Identification of the Problem	3
1.3 Statement of Problems	3
1.4 Purposes of The Study	4
1.5 Significance of The Study	4
1.6 Scope and Limitation	5
1.7 Hypothesis	6
1.8 Definition of Key Terms	6
CHAPTER II REVIEW OF LITERATURE	
2.1 Communicative Competence	8
2.2 Improving Communicative Competence	8
2.3 Role Play in Language Teaching	9
2.3.1 Unscripted and Scripted Role Play	9
2.4 Obstacles of Using Role Play in Teaching	10
2.5 Comic in Language Teaching	11
2.6 Using Role Play with Comic Strips to Improve Communicative Competence	12
2.7 Other Significance of Using Role Play in The Classroom	14
CHAPTER III RESEARCH METHOD	
3.1 Types of Research	15
3.2 Research Design	16
3.3 Research Procedure	17
3.3.1 Research Preparation	17
3.3.2 Research Implementation	18
3.3.3 Final Stage of The Research	19
3.4 Population and Sample	21
3.5 Variable	21
3.6 Place and Time of The Research	22
3.7 Data and Data Source	22
3.7.1 Students Communicative Competence	22
3.7.2 Teaching and Learning Process	23
3.8 Data Collection and Instruments	23
3.8.1 Tests	23
3.8.2 Observation	27
3.9 Data Analysis	27

3.9.1 Quantitative Data Analysis	28
3.8.2 Qualitative Data Analysis	29
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
4.1 Research Finding	31
4.1.1 The Effect of Role Play Model with Comic Strips towards The English Communicative Competence	31
4.1.1.1 Quantitative Data Analysis	32
4.1.2 The Response of The Students	34
4.1.2.1 Qualitative Data Analysis	45
4.2 Discussion	47
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	53
5.2 Suggestion	53
References	55
Appendices	
<i>Appendix 1 Schedule of The Research</i>	60
<i>Appendix 2 English Syllabus of XI Grade Students</i>	61
<i>Appendix 3 Lesson Plan of Role Play and Comic Strips Media</i>	64
<i>Appendix 4 Student Book: Unit Kegiatan Belajar Bahasa Inggris</i>	75
<i>Appendix 5 English Communicative Competence Scoring Sheet</i>	89
<i>Appendix 6 Teaching Observation Checklist</i>	
<i>Appendix 7 Pre-Test And Post-Test Data of the Experimental Group</i>	
<i>Appendix 8 Pre-Test And Post-Test Data of the Control Group</i>	97
<i>Appendix 9 Result of Data Analysis</i>	98
<i>Appendix 10 Result of Teaching Observation Checklist</i>	100
<i>Appendix 11 Letter from University and School</i>	104
<i>Appendix 12 Plagiarism Check</i>	105

LIST OF THE TABLES

Table 3.1 Canale and Swain's Model of Communicative Competence	25
Table 3.2 Scoring Rubric of English Communicative Competence	
Table 4.1 The pre-test and post-test difference of each group	30
Table 4.2 Interactions between the teacher and the students (1)	35
Table 4.3 Interactions between the teacher and the students (2)	36
Table 4.4 Interactions between the teacher and the students (3)	37
Table 4.5 Interactions between the teacher and the students (4)	40
Table 4.6 Interactions between the teacher and the students (5)	41
Table 4.7 Interactions between the teacher and the students (6)	44



CHAPTER I

INTRODUCTION

This chapter provides some basic information about the present research. It consists of the background of the study, identification of the problem, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

The purpose of learning English as well as other foreign languages includes the ability of the language users to know when, where and how to use the language appropriately. However, several research findings showed that some EFL students are reluctant to speak because they are not confident enough to speak in English. Dian (2010) found in her study that 43% of her respondents confess that they feel shy in speaking English, 53% of them are nervous to speak in English. Therefore, some interactional skills such as natural turn-taking, how to execute appropriate talking in certain communication setting are very difficult for some students.

The same case happens in SMAN 9 Malang. Based on the researcher's preliminary observation and interview with students, it was found that they were not confident enough to speak English with foreigners or even practice to speak in their own class with their own classmates. Students feel unmotivated and get difficulties of implementing English conversation or interpersonal conversation.

It comes to the solution such as using a suitable and effective method in the class. Role Play enables students to achieve better English communication performance. According to Sari (2011), using Role Play technique in teaching speaking is considered successful. According to her, students could achieve the target score. In another research by Diyah (2007), the students' score of speaking taught by using Role Play was improved and effective because most students found that Role Play was enjoyable.

Role Play also improves the communicative competence of the students. This statement is based on a Classroom Action Research that the researcher previously did in SMAN 1 Malang in 2015. The findings showed that after the implementation of Role Play, students activity raised and their motivation was improved. Their active participation in good achievement of their communicative competence. Thus Role Play model can be alternative to improve students' speaking skill and their communicative competence.

However, in that research at SMAN 1 Malang, the researcher found that teacher obtained several obstacles in using Role Play Model. Based on the researcher's evaluation, the Role Play model implementation was lack of teaching media. Without the proper teaching media, the students got lost on how they can do the Role Play scenes or activities. In one meeting, for example, students were asked to simulate the the procedural activities. A video had been shown to the students, but in the practice, students still tend to miss the message given. Instead, they did a Role Play which was rather out of topic or theme that was given. Also, some of the English speaking expressions were not being uttered during Role Play.

Thus, the researcher concludes that interesting visual guidance will be a tremendous help for the students to catch the concept of the lesson and the Role Play itself.

A research done by Valdez (2016) found that an instructional materials which are loaded with practical applications of functional expressions to speaking situations are valuable and helpful in improving students' English proficiency in speaking. Rida and Yazid (2011) suggest that by using comic in the classroom, students could improve their communicative and thinking skills.

By these reasons, the writer was interested to analyze if the implementation of Role Play with comic strips media improves English communication competence of the 11th grade students in SMAN 9 Malang.

1.2 Identification of the Problem

The English teacher of the 11th grade students in SMAN 9 Malang used conventional method of teaching, such as lecturing, which was considered as teacher-centered approach of teaching. This method lead to students' lacks of speaking activities, motivation, and confidence. This problem could also influence their achievement especially their English Communicative Competence.

1.3 Statement of the Problems

According to the background of the study, the statement of the problems in this study are:

1. Does the implementation Role Play with Comic Strips media improves the English Communicative Competence of 11th grade students?
2. What is the students' response during the implementation of Role Play with Comic Strips media?

1.4 Purposes of the Study

According to the statement of the problems above, the purposes of the study are:

1. To describe the improvement of Student's English Communicative competence after the implementation of Role-Play with Comic Strips media in SMAN 9 Malang.
2. To describe the response of the 11th grade students in the class during the implementation of Role Play with Comic Strips media in SMAN 9 Malang

1.5 Significance of the Study

The result of this research is expected to give the positive significance to the students, English teachers, and the next researchers. The significance that is expected by the researcher are:

- 1) For students:
 - a) To improve the students' English communication competence and give support to the students to be active and learning process.
 - b) To give a better result of English Learning evaluation
- 2) For English teachers:

- a) The result of the study can be useful information in teaching English, or communication skill such as Speaking.
 - b) The research can be the source, reference, and guidance to apply Role Play model with comic strips media for English language learning.
- 3) For next researchers:
- a) The result of the study can be used as a reference for other researchers to solve the same topic or problem of learning.
- 4) For School:
- a) The result of the study can be used as consideration to motivate teachers in implementing effective and efficient learning activity using Role Play model.

1.6 Scope and Limitation

The scope of this research is Teaching English to improve students' communication competence in English Language by using Role Play model with Comic Strips media. The writer uses the 11th grade students as the subject of the research.

1. The research will be focused in the chapter that related with interpersonal conversation and speaking activity.
2. The research will be only for 11th grade students.

3. The assessment of the students communicative competence will use a small drama practice and conversation practice that assessed by using Observation Assessment of Communicative Competence.
4. Teaching method that will be used in the research is Role Play and the use of comic strips as media. The activity will be done in 8 meetings.
5. Lesson plan is based on Curriculum 2013 year 2017/2018
6. The teaching media used is comic strip type only which consist only 4-8 frame for every story frame.

1.7 The Hypothesis

Based on the assumptions, the writer formulates the null hypothesis (Ho) and alternative hypothesis (Ha) which are:

1. Ho: The implementation of Role Play with Comic Strips media improves the English communicative competence of the 11th grade students in SMAN 9 Malang.
2. Ha : The implementation of Role Play with Comic Strips media does not improve the English communicative competence of the 11th grade students in SMAN 9 Malang.

1.8 Definition of Key Terms

To avoid misunderstanding, the writer defines the key terms used in this research. The key terms are as follows:

1. Role Play Model

Hitchens (2013) defines Role Play activity as an interactive process of defining and re-defining an imaginary game world, done by a group of

participants according to recognized structure of power. Role Play is a communication activity which enables students or players to play imaginary characters/role in variety of social contexts and within a creative, collaborative and communication setting.

2. Comic Strips

Amy Baker (2011) states that comic is a thin booklet composed of paper, bound with staples. Comics usually are published with multiple stories or in a series. Simply put, comic strips is a set of pictures which contains stories.

3. Rolmic

Rolmic stands for Role Play and Comic. This term will be used a lot by the researcher to describe Role Play model with Comic Strips media. This term is used because the researcher consider it to be easier to remember and provide shorter phrase to the readers.

4. Communicative Competence

Canale and Swain (1980) and Canale (1984) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. Hymes (1972) states that communication competence refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts. It is also relate what is learn in the classroom to the outside world.

So, based on those concepts, communication competence refers to the speakers' ability to use appropriate language in the right context for the right purpose to achieve communication goals and enhance the effectiveness of communication.





CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the literature review from the experts to give a relevant knowledge in the field of the study. The writer describes some theories and review of some relevant research findings.

2.1 Communicative Competence

In order to obtain effective communication, learners should have the ideal condition to fulfill an effective learning environment that provides him to achieve the goal.

2.2 Improving Communicative Competence

According to Saleh (2013), it is better to develop a model of communicative competence that takes into particular logical, social and phonetic variables of non-native speakers. Students must be put in the 'doing' part more frequently. All things considered, Role Play is accepted by numerous as a legitimate solution.

2.3 Role Play in Language Teaching

The English teaching and learning process is developed in several years. There are several teaching approaches which additionally offer assorted instructing strategies. One of those is Role Play model. In addition, Role Play activities provides the students a chance to explore their creativity and also ideas. A collaboration is also a necessity in Role Play. Therefore, Role Play provide the space for a discussions. In conclusion, Role Play can give many possibilities to

students' capacity of using the language, especially speaking or oral communication. It is also suitable to practice speech acts and promotes interaction with partners.

2.4 Obstacles of Using Role Play in Teaching

It has been described by lot of researchers that Role Play improves students confident and English communication skill. However, Hogre (2010) mentions tha a Role Play needs to be set up precisely. If the class has never done one before, it is wise to plan and begin small and give the activity clear structure.

When first using Role Play, study from Nickerson (2007) founds that not all students are involved in the first Role Play activity. Instead of asking students to volunteers, divide the whole class into trios, in which two in each group are the players and the third is an observer.

2.5 Comics in Language Teaching

Comic is common teaching media in EFL because its fun visual emages, and stories. Giunta (2010) comics can be used in the language teaching by asking the students to disscuss about its story, identifying the sentences, understanding the meaning and moral value, or identifying the sociolinguistics aspects of its content. . In short, comics can help the students to have fun while learning and also explore their critical, creative and independent thinking.

2.6 Using Role Play with Comic Strips (Rolmic) to Improve Communicative Competence

In order to accomplish the objective of EFL teaching, combining both Role Play and comic strips has its its own particular advantages. Role Play as fun

and intuitive method of teaching speaking is supported with comics in terms of visual media. Comics provide the step by step analysis of each scene or speaking activities, or topics, in order to help the students understand the to comprehend the settings of correspondence.

2.7 Other Significance of Using Role Play in The Classroom

There are many benefits why teacher should use role play in teaching English, especially speaking as viewed by Nation and Thomas (1988), such as:

- a. Role play allows a wider range of language functions and language varieties than would normally occur within a classroom.
- b. Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.
- c. Role play can add interest to an activity and by distributing roles can participation in an activity.
- d. Role play can result in repetition of speaking activity by providing.

In conclusion, Role Play can give many possibilities to students' capacity of using the language, especially speaking or oral communication. It is also suitable to practice speech acts and promotes interaction with partners. The writer assumes that role play gives many benefits such as: improving students' speaking ability, motivation in learning English, and importantly students are having fun and enjoy the process of learning.

CHAPTER III

RESEARCH METHOD

This chapter provides information of the research methods and other information and steps taken to conduct the research.

3.1 Types of The Research

According to the problem studied, the method used in this research was mixed research method. According to Creswell (2010), this research type combines quantitative and qualitative research forms. This research attempted to seek the effect of implementing Role Play Model with comic strips media to the English communicative competence of the students in SMAN 9 Malang.

3.2 Research Design

The weight or priority was given to quantitative data. The quantitative data was obtained from quasi-experimental design, and the qualitative data was obtained by using observation. Moreover, the research design of the study can be seen in this following diagram:

Quasi-Experimental Design		
X₁	O	X₂
X₃	-	X₄

Note:

X₁ = Pre-test score of experimental group

X₂ = Post-test score of experimental group

X₃ = Pre-test score of control group

X₄ = Post-test score of control group

O = Teaching English using Role-Play Model with comic strips

- = Teaching English using conventional method.

3.3 Research Procedure

This part contains several steps in conducting the research. The steps include research preparation, implementation, and the final stage of the research.

3.3.1 Research Preparation

The research procedure can be seen in this picture:

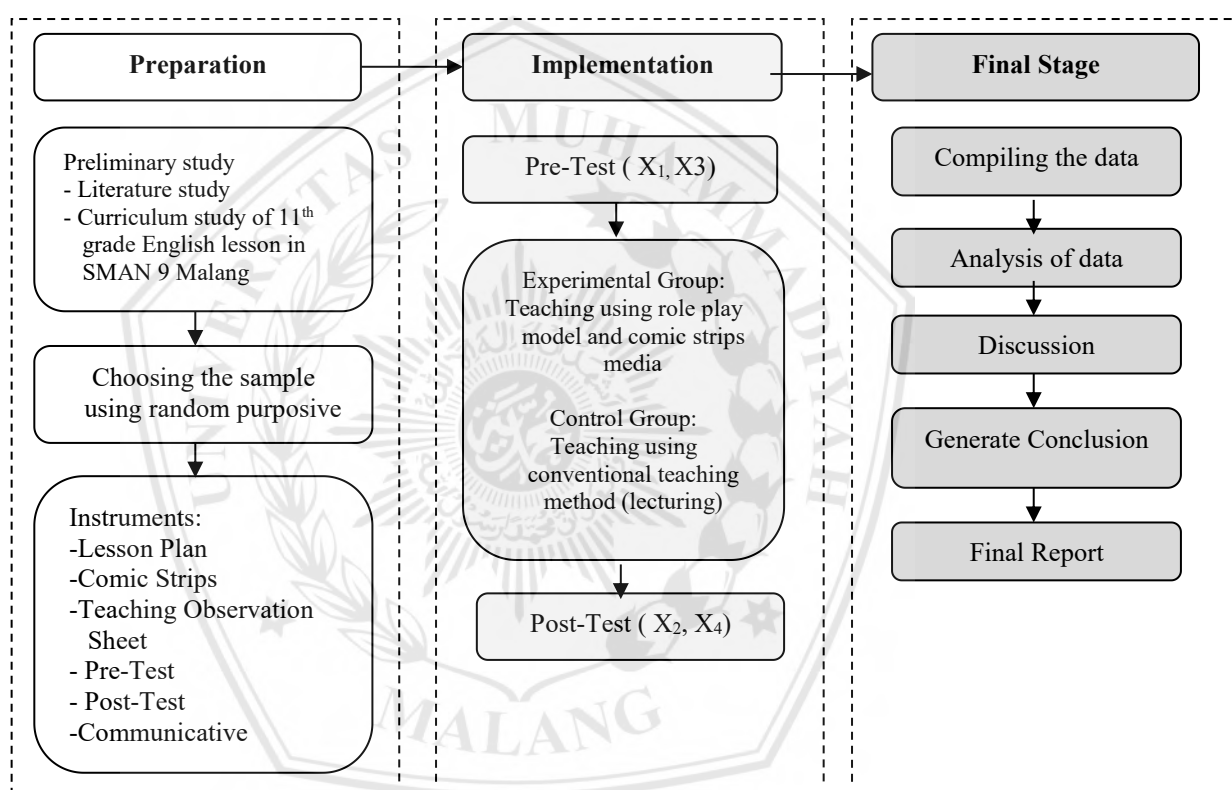


Figure 3.1 Research Procedure

3.4 Population and Sample

The population of this research was the 11th grade students of SMAN 9 Malang at Jalan Candi Borobudur no 1, Lowokwaru, Kota Malang. The sample of this research was 36 students of XI IPS 1 and 36 students of XI IPS 2 of SMAN 9 Malang. So the total of the students was 72. XI IPS 2 students was the control

group, and XI IPS 1 was the experimental group. The researcher used random purposive sampling to randomly choose the number of sample.

3.5 Place and Time of the Research

The study was scheduled to be done around March - April 2018 in SMAN 9 Malang. The researcher did 8 meetings for each control group and experimental group. Each meetings had 1.5 hours (90 minutes) of teaching activity. The research was conducted in SMAN 9 Malang. The complete schedule of the research can be seen in Appendix 1.

3.6 Data and Data Source

The research would have not be able to get information without the data. The primary datum of this research was the students' communicative competence score, and the secondary datum was the teaching and learning process using Role-Play model with comic strips media.

3.7.1 Students' Communicative Competence Score

The students' communicative competence score was used to assess student's ability to communicate using English especially for their speaking skill. The data were collected from Communicative Competence test result that had been done in pre-test and post-test.

3.7.2 Teaching and Learning Process

The data about learning and teaching process were used to observe the teaching processes that were done by teacher and students' responses. For that case, all activities that were given to the students were assessed. In other words, lesson plans or RPP (*Rencana Pelaksanaan Pembelajaran*) were made and

assessed to support the data of teaching and learning activities in the experimental group.

3.8 Data Collection & Instruments

In order to collect the data and information, the researcher chose some data collection techniques and create research instruments such as test and observation.

3.8.1 Tests

1. The primary data of this study were collected by administering a speaking test.

The students were asked to act as specific role and do a certain topic of interpersonal communication. They were given a card of random topics which suits with the subject/material of the lesson. In this study, the test was hold twice, Pre-test and Post-test. The criteria of the speaking test score was based on Canale and Swain's model of Communicative Competence. In this criteria, there are four areas to be assessed:.

Table 3.1 Canale and Swain's Model of Communicative Competence

Communicative Competence														
(I) Linguistic				(II) Sociolinguistics				(III) Discourse				(IV) Strategic		
Syntax/ Grammar	Vocabularies	Pronunciation	Idiomatic	Fluency	Participation	Mimics	Gesture	Coherence	Cohesion	Logical	Meaning	Intonation	Speed/ Rhythm	Response

This scoring framework, then was summarized into a scoring rubric that can bee seen in the following table.

Table 3.2: Scoring Rubric of English Communicative Competence

NO	COMMUNICATIVE COMPETENCE INDICATOR	SCORE			
		1	2	3	4
1	Student composes the word and sentences in correct grammar				
2	Student uses diverse vocabularies according to the topic				
3	Student uses correct pronunciation in conversation				
4	Student uses correct idiomatic expressions				
5	Students speaks fluently				
6	Students shows participations during interactions				
7	Student shows appropriate gesture (hand, head, body movement)				
8	Student shows appropriate facial expression				
9	Student is able to shows coherence series of utterances				
10	Student is able to show the cohesive series of utterances				
11	Student is able to show the logical sequencing of the ideas				
12	Student is able to create understandable meaning among a series of utterances				
13	Student is able to give appropriate intonation				
14	Student is able to show appropriate rhythm/speed				
15	Student is able to give response to her/his partner during				
	Σ Score (maximum 60)				
	Σ Score (scale 100)				

This rubric was used in the scoring sheet of English communicative competence, that can be seen in the Appendix 5.

3.8.2 Observation

The secondary data of this study was obtained through observation. In order to obtain relevant data of the teaching and learning process, the researcher used direct observation technique.

3.9 Data Analysis

In order to analyze the score from the observation and assessment, the researcher used a certain technique of data analysis. In this research, the researcher used inferential analysis technique in which the data will be collected systematically during implementation. The researcher will do quantitative analysis using SPSS, and also qualitative analysis.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

This chapter provides the result of the research that was conducted in SMAN 9 Malang. The researcher presents the findings of the study and interpretation of the study from the analysis result.

4.1 Research Findings

The research findings are the effect of Role Play model with comic strips towards Student's English Communicative Competence and also the student's response during the implementation of teaching using Role Play model with comic strips.

4.1.1 The Effect of Role Play Model with Comic Strips towards The English Communicative Competence

The effect of Role Play Model with Comic Strips towards the students' English Communicative competence can be acknowledged from the pre-test and post-tests score from both control and experimental group. Next, the English Communicative pre-test and post-test scores were analyzed quantitatively. The result of the tests then recapitulated into this following table:

1) Pre-Test and Post-Test Result of the Experimental Group

Based on the data recapitulation in Appendix 7, the mean value of pre-test in the experimental group (\bar{X}_1) is 45,86. The mean score of post-test in the experimental group (\bar{X}_2) is 84,11. Later on, the researcher also count the difference from the mean score of post-test and pre-test of the experimental group ($\Delta \bar{X}_{2-1}$) is 38,25.

2) Pre-Test and Post-Test Result of the Control Group

Based on the the recapitulation data in Appendix 8, the mean value of pre-test in the control group (\bar{X}_3) is 41.47. The mean score of post-test in the control group (\bar{X}_4) is 63.83. Later on, the researcher also count the difference from the mean score of post-test and pre-test of the control group ($\Delta \bar{X}_{4-3}$) is 22.36 .

From the result of pre-test and post-test scores of experimental group and control group, it can be seen that the post-test score was higher than pre-test score. It would then compared with pre-test result in order to find out and describe the improvement. The improvement can be seen through following table :

Table 4.1 The pre-test and post-test difference of each group

Group	Pre-Test Mean	Post-Test Mean	Mean Difference
Experimental	45.86	84.11	38.25
Control	41.47	63.83.	22.36

4.1.1.1. Quantitative Data Analysis Result

The research objective is to describe the effect of implementing Role Play with Comic Strips media towards English Communicative Competence of the 11th grade English Language students in SMAN 9 Malang. The researcher also intended to test the null hypotheses, which is “Role Play with Comic Strips Media does not give significance improvement of English Communicative Competence of the 11th grade students in SMAN 9 Malang”. The researcher did several steps of data analysis, such as normality test and hypothesis testing.

1) Normality Test

The researcher uses the normality test to check whether the post-tests score of experimental group and control group are normally distributed or not. In this step, the researcher use Kolmogorov Smirnov (K-S) test in SPSS 20.

From the Kolmogorov-Smirnov in table 9.2 (see Appendix 9), it is seen that in the two sides of Aysm.Sig /Asymptotic significance column, the value is 0.200 and 0.001. According to Santoso (2011), if the value of Aysm.Sig / Asymptotic significance or p-value of two sides is greater than 0.05 (α) then the data is normally distributed. A 5% significance level or 0.05 (α) is a standard measure that is often used in research. Thus the data in the control group is normally distributed because $0.200 > \alpha$. While the data in the experimental group is not normally distributed because $0.001 < \alpha$.

2) Hypothesis Testing

Based on the statistical result from table 9.5 (in Appendix 9), it is seen in the Asymp.Sig /Asymptonic significance column, the p_{value} is 0.035. The result shows that the figure is smaller than 0.05 (α). Therefore it can be concluded that there is a difference between the competence of communication between the control group and the experimental group. Thus, the null hypothesis is rejected. The alternative hypothesis, that states “the implementation of Role Play with Comic Strips media affects the English communicative competence of 11th grade English language students in SMAN 9 Malang” is accepted.

Also, after comparing the mean values between the control group and the experimental class, it appears that the mean of the experimental group is higher than the control group’s mean. This shows that the students’ English

communicative competence of the experimental group is better than the students' English communicative competence of the control group.

4.1.2 The Response of The Students

The research observation was done in 7 meetings. The researcher used teaching observation checklist and field note to observe the activities in the classroom during the implementation of Role Play with comic strips.

The teaching observation checklist was used to check if the teaching activities was according to the lesson plan. Thus, the researcher was able to evaluate the teaching process or steps.

Moreover, the observation field note was used to record descriptively about the strengths, weakness, and suggestions concerning the setting of the class, the classroom atmosphere and the interactions between teacher and the students, and more importantly the students' response during teaching and learning process using Role Play with Comic Strips media.

1. 2nd Meeting: Introduction

In the 2nd meeting, on 29th March 2018, the researcher began her role as the English teacher and implemented Role-Play model with comic strips media for XI IPS 1 in SMAN 9 Malang. The teaching and learning process began with greetings, checking student's attendance list, and reviewing the previous English lesson.

In this meeting, the topic that was introduced was the characteristics and language structure of brochure writing. The students were asked to sit in group of

5-6 people. Then, the teacher asked several questions to the students. The interactions can be seen in the following table.

Table 4.2 Interactions between the teacher and the students (1)

Interactions		No
Teacher	: Today topic is about brochure. Have you seen brochure before.	1
Student	: (Some students quietly answered) Yes....	2
Teacher	: Could you tell me, where did you get the brochure?	3
Student 1	: Mall... oh hospital? (Other students was talking to each other quietly)	4
Teacher	: Correct! You can get brochure from those places. What information you can get from brochure? Anyone, please.	5
Student 2	: Promotion mam!	6
Teacher	: Anything else? How about announcement or events?	7
Students	:(thinking in silent)	8
Teacher	:(The teacher show an example of a brochure to the students)	9

Based on to the data above, some students showed lack of participation in the learning process (Table 4.1/number: 2,4,8), especially those who were sitting in the back row (Figure 4.1). In each group, there was only two or three students who were active in classroom participation and excited about the topic.



Figure 4.1 Situation in the first meeting showed lack of interaction

Several minutes later, the class got very noisy. Then, the teacher gave a sheet of brochure to each group and asked them to discuss and find information about

the brochure such as the language form, the topic of the brochures, and the brochure design. In turn, each representation of the group presents their findings in front of the class. However, some of the students did not give much attention to their peers. Based on their presentation, it could be seen that some students were still unconfident and shy.

2. 3rd Meeting: Individual English Exercise

The 3rd meeting was conducted on 3rd April 2018. The meeting was focused on the individual exercise by identifying the characteristics of brochure and having group discussions. The students asked to create group of 5-6 people.

Table 4.3 Interactions between the teacher and the students (2)

Interactions		No
<i>Teacher</i>	<i>: We already discussed about the characteristics of brochure, last meeting. Anyone can mention the characteristics of brochure?</i>	1
<i>Student 1</i>	<i>: It contains information, miss. And also interesting design</i>	2
<i>Student 2</i>	<i>: There is contacts and also address, miss!</i>	3
<i>Student 3</i>	<i>: Short and to the point, miss. The language is simple.</i>	4
<i>Student 4</i>	<i>: Ada pictures miss, sama ada interesting information!</i>	5
<i>Teacher</i>	<i>: Very good!</i>	6

Based on that data above, the students were able to mention the characteristics of brochure and its language form (Table 4.3/Number 2,3,4,5) . However, in the implementation of teaching, it was a bit difficult for the teacher to gain students' attention especially when some of the students talked to each other.

Teacher had to warn some of the students who were noisy and distracting others for couple of times. Furthermore, the students did the exercises as attached in the student's workbook. After that, the teacher evaluates and discuss their answers.

3. 4th Meeting : Introduction to Comic Strips and First Role Play Activity

In the 4th meeting, on 5th April 2018, the teacher introduced the comic strips media. Firstly, the teacher, showed several example of comic strips with different stories from slide presentation. In this activity, the students began to pay attention and asked several questions to the teacher.



Figure 4.2 The example of comic strip about travel agency.

Table 4.4 Interactions between the teacher and the students (3)

Interactions		No
<i>Teacher</i>	<i>:You have learned about the characteristics of brochure and its function in social or daily activities. Now please take a look on my Power point. (Teacher show examples of comic strips. Students got excited)</i>	1
<i>Teacher</i>	<i>: What you can see from this picture? (The teacher showed a set of a pictures about a client asking information to travel agency)</i>	2
<i>Student 1</i>	<i>: Tourist mam!</i>	3
<i>Student 2</i>	<i>: Travel agency. So he is customer, and she is travel agent!</i>	4
<i>Student 3</i>	<i>: Asking info to travel agent. (other students got excited and the class was getting a bit noisy from their excitement)</i>	5
<i>Teacher</i>	<i>: Some of you have great answer. This a client asking an information to travel agent. What do you think the travel agent do to help the client?</i>	6
<i>Student 4</i>	<i>: Give him brochure!</i>	7

Based on the data above, the students began to pay attention when the teacher showed some example of interesting and funny comic strips (Table 4.4). The teacher also asked the students to identify the story or plot in the comic (Figure 4.2). The students also showed more active participation than in the previous meeting (table 4.4/ number 3, 4,7). Students were able to answer and interact with the teacher. In this situation, the teacher encourage them by asking other questions that were related with the comic strip.

Teacher then explained what comic strips is and how it could be used for the teaching and learning activity in the classroom. When the teacher explain, the students listened attentively. Teacher also explain the possible expression used in doing certain role. For example: Asking information, answering/ giving information, offering brochure, accepting brochure. The teacher asks several

students to give an example of each expressions. Some of them were capable to showcase the correct answer.

The teacher also showed several comics strips with complete dialogue. Teacher then asked some pairs to showcase the dialogue in front of the class. The first pair, however, was a little bit shy. However, the teacher kept motivating them and gave feedback for their pronunciation and gestures (Figure 4.3)



Figure 4.3 The teacher gave motivation to the students.

The teacher asked other pairs to come forward and showcase the dialogue. The second pair looked enjoyed the activity and showed more confidence. The teacher gave positive feedback to the second pair, also corrected mispronounces of several vocabularies. However, the third pair and fourth pair of students showed better confidence and better vocabulary pronunciations. Teacher asked the other students to pay attention to their friends' pronunciation and finds difficult vocabulary that they did not understand.



Figure 4.4 The discussions of the students seemed more interactive.

The teacher asked the students to sit in pairs. Each group then given a sheet of jumbled comic strips with empty dialogue bubble. The teacher also asked the students to identify the pictures and discuss the possible story and dialogue that fit the context of the comic strips. When the teacher asked the students to discuss it, they were very enthusiastic and enjoy being in a group discussion (Figure 4.4) They began to interact more with their peers. Some students also asked the teacher if they could color the pictures.

Meanwhile, some pairs did not interact well. In this sense, it seemed they still worked individually to finish the task. This was considered less effective since the goal of this step was the students being able to write and discuss the correct English discourse in the comic strips' dialogue bubble appropriately. However, the teacher walked around and checked each pairs to ensure they finish the task on time.

After the discussion, the teacher began to introduce about Role Play activity and how it could be done in pairs. The teacher asked the students to act out their comic strips accordingly. The first pairs of the students were extremely enthusiastic and confident (Table 4.6/number 3). The data is presented below:

Table 4.5 Interactions between the teacher and the students (4)

Interactions		No
<i>Teacher</i>	<i>: Now, it is your turn to act out your comic strips. Who want to go first?</i>	1
<i>Students</i>	<i>: (Students get quite)</i>	2
<i>Student 1</i>	<i>: Mam, Saya! Saya! (First pair of students confidently came forward)</i>	3
<i>Teacher</i>	<i>: Good job! Are you ready with your comic? Can you tell us about the story? (The teacher encourage the students to give attention to their friends)</i>	4
<i>Student 1</i>	<i>: It is about a client, you know, susah hmmm... get lost and asking direction, suggestion, to travel agent for holiday mam. (He said enthusiastically)</i>	5
<i>Teacher</i>	<i>: Okay then, time is yours, be confident. And don't forget, pronounce it well, Ok. (Teacher encouraged the students) Please, others, be quite and watch your friends Role Play.</i>	6

However, when it came to the first Role Play practice, most students were still a bit shy and hesitated. It could be observed from their lack of gesture, and correct intonation while speaking. Some students had difficulty to speak fluently and there were lack of accuracy too. Because of that, the Role Play activities in this meeting was so lagged because the teacher had to give several feedback to some pairs.

Based on such situation, the teacher should have checked the time carefully in order to finish every task in Role Play punctually. Some of the students got very noisy, especially in the back row. The teacher had to spent extra energy to control the classroom to ensure every students, having discussion about the comic and their Role Play.

4. 5th Meeting: Second Role Play with Comic Strips Activity

The 5th meeting was done on 10th April 2018. The activity was a group discussion identifying and arranging dialogue for comic strips. Next, the students had to do Role Play activity (Table 4.6).

4.6 Table Interactions between the teacher and the students (5)

Interactions		No
<i>Teacher</i>	<i>: So many of you did a really great job on previous meeting. Some of you need to be more confident in speaking English. In today's meeting, you have another chance to practice your English using Role Play activity. You can use some of your creativity to make it as interesting as possible.</i>	1
<i>Student 1</i>	<i>: Wah... another Role Play, miss? (Asking the teacher excitedly)</i>	2
<i>Student 2</i>	<i>: Miss I want to try once again, please! Yesterday, I did bad performance. Please miss.</i>	3
<i>Teacher</i>	<i>: Sure! Now please have a sit in pairs. And I'll give you another comic to act out. As usual, the comic is in jumbled. You need to discuss it first with your partner. (Showing another set of comic in the Power Point slides and give a sheet of paper to each students)</i>	4
<i>Students</i>	<i>: (Excitedly discuss the comic strips with their pairs</i>	5
	<i>45 minutes later, the teacher asked the students if they have finished their task)</i>	6
<i>Teacher</i>	<i>: Have you finished?</i>	7
<i>Student 1</i>	<i>: Mam, can we use property?</i>	8
<i>Teacher</i>	<i>: Of course! That's a good idea. What do you have in mind?</i>	9
<i>Student 1</i>	<i>: We will use chair, table, a hat, a sheet of brochure and sunglasses?</i>	10
<i>Teacher</i>	<i>: Well, okay, take your time to prepare your properties. Do you bring sunglasses?</i>	11
<i>Student 1</i>	<i>: No mam, but I borrow from my friend? (Pointing his friend in the back row)\</i>	12
<i>Teacher</i>	<i>: Well, okay, are you ready now?</i>	13
<i>Student 1</i>	<i>: Yes mam.</i>	14
<i>Students</i>	<i>: (Watching their friend do the Role Play)</i>	15

Based to the data above, the teacher always encouraged the students to be confident and express their creativity (Table 4.6/ Number 1, 9). The teacher also asked them to be more expressive in gesture and improve their intonation. The

students attentively listen to the teacher's feedback and it certainly gave a confidence boost to the students.

The topic of Role Play activity was about travelling and brochure (Table 4.6/ Number 4). The teacher checked the students' task on writing down the dialogue of the comic strips. The teacher gave suggestions and corrected some grammatical errors. The students were more active and cooperative with the teacher. Teacher found it very easy to interact with the students. Teacher asked students if there was any difficulties about the task but the students confidently said no.

It was observed that the students became more comfortable with speaking activity and Role Play itself. The Role Play was going well since there were no situation out of control. Not only the students practiced the speaking confidently, other students also gave feedback to their peers, and put forward some creative suggestions for this practice.

However, some students also found difficulties writing the dialogue bubble of the comic. Reflecting on this weakness, therefore it is suggested that the long comic strips should have been provided with vocabulary list that represented the keywords of the topics. However, there were not enough time for all the students to do the Role Play performance. The other students performance continued in next two meetings.

5. 6th Meeting: Third Role Play with Comic Strips Activity

The meeting was done in 12th April 2018. In this meeting, the students continued their Role Play activity. This time, the students brought more properties, such as T-shirt, beach hat, sunglasses, and brochure about traveling destination.

The students were very enthusiastic and had lot of fun brought up wardrobe and tried them during their Role Play. Before starting the Role Play, the teacher encourage the students to volume up their speaking and be more confident.



Figure 4.5 Few students need more encouragement in the speaking activity.

The students actively participate in the Role Play. However, there were few more students that need more encouragement and creative input especially in the speaking expression and the use of vocabulary (Figure 4.5). The teacher asked them to loosen up more and enjoy the activity, as it was their chance to speak English more in the classroom. The meeting went very well. The teacher gave more feedback regards to their pronunciation and also their gesture.

6. 7th Meeting: Last Role Play with Comic Strips Activity

The meeting was done in 17th April 2018. In this last meeting and also the last Role Play with comic strips activity in the classroom. The teacher brought up another topic of comic strips. The comic's topic was about 'Brochure of Events'. This new topic brought joy to the students because the faced new challenge for

Role Play activity. The looked very excited to see a new comic strips, as can be seen in the following data:

4.8 Table Interactions between the teacher and the students

Interactions		No
<i>Teacher</i>	<i>: Take a look on my Power Point Slides. What do you think it is? (The teacher show single frame from a set of comic strips)</i>	1
<i>Student 1</i>	<i>: Wah... very nice picture. What is the story about miss?</i>	2
<i>Student 2</i>	<i>: Wow it is about watching concert, miss?</i>	3
<i>Student 3</i>	<i>: Wow cool....!</i>	4
<i>Teacher</i>	<i>: Very good, the new comic strips is about Brochure of events. What do think you should say if you want to ask your friends to an event?</i>	5
<i>Student 4</i>	<i>: Mam! (Raise her hand) They say "Come with me?"</i>	6
<i>Student 5</i>	<i>: Do you want to go with me to the concert?</i>	7
<i>Student 6</i>	<i>: (Raise his hand) Let's go to the concert with me?</i>	8
<i>Teacher</i>	<i>: All of your answers are correct. Well done? (The teacher then shows several example of expressions on how to ask friends to go to the events)</i>	9

Based on the data (Table 4.7), some students raised their hands to answer the teacher's questions. The picture (Figure 4.6) does trigger the curiosity of the students. In turn, the teachers listened the answers from the students. Also, most of their answers were correct.



Figure 4.6

After asking the students to sit in pair, the teacher gave out the jumbled comic strips to the students. The teacher also asked the students to identify the pictures and discuss the possible story and dialogue that fit the context of the comic strips. The last meeting was also a closing and final preparation before the post-test. So, the teacher ensured that the students showcase their best performance, so that the teacher could give more feedback necessary. Students were open minded and accepted the suggestions from the teacher.

4.1.2.1 Qualitative Analysis

The qualitative analysis shows the response of the students in experimental group and also the activities of Role Play with comic strips in the classroom.

1) The Response of The Students

Before the implementation of Role Play with comic strips, the students did not respond positively to the teacher questions. There were only few of them who were actively participate in the teaching and learning process. The low participation of the students showed that the students motivation on English learning activity was also low. The teacher had difficulties engaging and encouraging the students to be active in the classroom.

However, after the teacher showed the comic strips and introduced Role Play activity to the students for the first time in the 3rd meeting, the students gave positive response and engaged more in the learning activity. Students activity was raised and their motivation was improved. Their activity resulting into good

achievement of their communicative competence. Role Play activities did boost their English Speaking confidence while providing students with fun and enjoyable activity. Students were able to pronounce most vocabularies correctly and show fluent speaking performance. The students also became more creative and had fun when they asked the teacher to let them Role Playing using additional properties.

The students' participation contributed to the goal of teaching which was improving the English communicative competence. Role-play model with comic strips media could be the solution or alternative way of teaching to help students improve their speaking skill and their communicative competence.

2) The Implementation of Role Play with Comic Strips in The Classroom

After the research was done, the result of teaching observation checklist can be seen in Appendix 10. The result was useful to see whether the steps Role Play model with comic strips was done effectively and according to the lesson plan. The checklist was divided in two parts. The first part is for the teaching activity in the 2nd, 3rd, and 4th meeting. The second part is for the teaching activity in the 5th, 6th, and 7th meeting

It is shown that the steps of teaching in classroom are mostly implemented. The score of first teaching observation checklist is 70, which is Good. It means, the implementation of Role Play with comic strips in the 2nd, 3rd, and 4th meeting is 70% according to the lesson plan. The teacher had done good implementation of teaching and learning using Role-Play with comic strips media.

Moreover, the score of second teaching observation checklist is 94 which is Very Good. It means, the implementation of Role Play with comic strips in the 5th, 6th, 7th meeting is 94% according to the lesson plan. The teacher had done very good implementation of teaching and learning using Role-Play with comic strips media.

However, the teacher and the students also had some disadvantages. In larger classes, Role Play could be done effectively because not all the students have the chance to participate in one meeting. As the research was done within 8 meetings, the teacher had to consider classroom's time management carefully. It is very crucial to limit students' time of Role Play practice, and ensure other students had their chance to speak in the classroom. The teacher also needs to give feedback and input accordingly, so that each student understand their mistakes and improves their performance in the next meeting.

4.2 Discussion

The research is about the implementation of Role Play Model with Comic Strips media to improve the English Communicative Competence of the 11th grade students in SMAN 9 Malang. This section is intended to analyze the result or research findings based on the related theory. All data that is collected from the research instrument provides information of the research findings.

The researcher conducted the research in 8 meeting for each group. In the first meeting, pre-test was administered in both of the experimental and control group. The treatment that was given to experimental group was teaching using Role Play

with comic strips. In the contrary, the control group was taught using conventional teaching. The affect of Role Play with Comic Strips media implementation is shown from the result of pre-test and post-test of students' English communicative competence that could be seen in each group. In the experimental group, the progress of students' English communicative competence is 38, 25%. While in the control group, the progress only 22,36%. In conclusion, the experimental group is getting higher improvement than the control group.

Based on the quantitative analysis result, the p-value was $0,035 < \alpha$. After the result of p-value is found, it means the hypothesis can be concluded. In this research, the alternative hypothesis (H_a) is accepted. The alternative hypothesis stated that implementing Role Play with Comic Strips media affects the English Communicative Competence of 11th grade students in SMAN 9 Malang.

Moreover, the significant effect of Role Play with Comic Strips towards English communicative competence is supported by several aspects. The qualitative analysis shows that, first, Role Play with comic strips encourages students to be more confident. All of the students throw themselves into the role. The students had much space to bring their creativity. The students could communicate freely and fluently in English this way. Gabriella (2000) explains that Role Play also offers safe environment where the participants can speak and act free of constraints and inhibitions. They have the possibilities to create their own ideas and images and also develop their senses of effectiveness. She also states that Role Play is effective alternative tool in developing learners' communicative competence in the target language.

Second, Role Play with comic strips improves the accuracy of speaking. The accuracy, is not only fulfilling the aspects of grammar and linguistics aspects, but also understanding the use of language according to different situation, time, and context. Students were able to perform an English oral communication with appropriate grammar and language expression. Moreover, according to Jarvis (2000), Role Play gives life and consistency to academic material that can be largely descriptive and/or theoretical. Since it is very important for the students to apply the theoretical knowledge such as linguistics, discourse in everyday activities, it is extremely beneficial for the students to have a practice in the classroom. Livingstoon (1983) describes how Role Play enables students to work with formality, register, attitudes and linguistics features.

Third, Role Play with comic strips teaching activity is fun and enjoyable for the students because comics could be a way of framing set of events more interestingly. According to Sarlito (2003), the students can put stories in sequence and choose what the characters say. The students also are able to re-tell the stories or event from their own perspective. A research by Phillips (2004) describes the final stage was for the students to take over the whole process and develop their own scenarios. This imaginative aspects gave the students the freedom to improvise stories without having to worry about realism. This lead to a relaxed attitude playing with language.

Fourth, Role Play with comic strips encourage the students to create group dynamic and promotes collaborative thinking. In addition, it is stated by Ruff (1995) that, Role Play activities done in the classroom develop their friendship

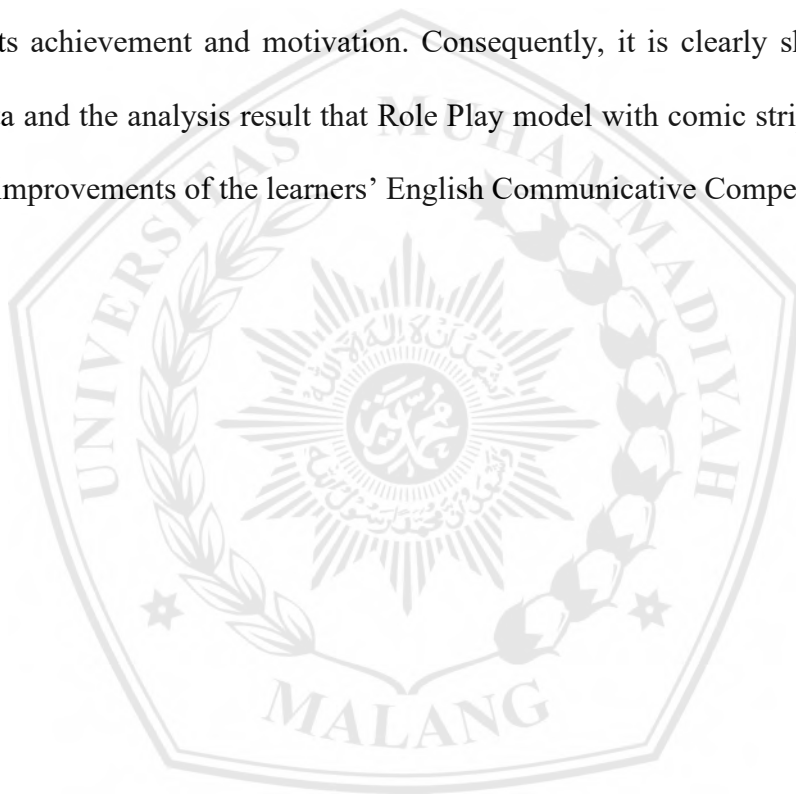
relations and that they created a better bonding with their friends while working together because they talked, thought, and enjoyed while learning and constructing practical knowledge.

It can also be concluded that the students gave positive response the implementation of Role Play with Comic Strips. The students showed active participation especially during the group discussion. The activity in the classroom involve both teacher and students, and students with other students. Not only that, the students were intrigued to try new narrative of Role Play activity. It can be seen from their excitement whenever the teachers shows new examples of comic strips in the classroom. Some students who were previously passive involved in the group discussion and spoke up. According to Poorman (2002), true learning can not take place when the students are passive observers of the teaching process. Hidayati states (2018) that Role Play makes students easier in understanding learning material by themselves. She also states that the students are being able to cultivate the attitude and awareness in bringing success to the group activity.

In addition, Role Play model with comic strips media in the classroom was implemented 94% according to the lesson plan. However, the situation got chaotic and the students sometimes forgot their dialogues, which created embarrassment. Eventually with the help and feedback of the teachers, this problems could be resolved. Other technical difficulties such as time management can be resolved as long the teacher creates careful lesson plan and teaching activities. Role Play work best when the teacher first explains the purpose and outline ground rules so the students do not mistake the lesson for an acting exercises and get carried away.

According to Gabriella (2000), English language teaching can be interesting challenge when teachers make the effort to innovate variety of approaches. A collaboration of the students and the teachers can be effective in make the language in class livelier.

Through this research, Role Play model with comic strips implementation in the classroom though hard in preparation and execution, pays of in terms o the students achievement and motivation. Consequently, it is clearly shown through the data and the analysis result that Role Play model with comic strips contributes to the improvements of the learners' English Communicative Competence.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides information of the research conclusion and suggestion. The researcher presents the result from the data analysis process. The conclusion answers the research's questions.

5.1 Conclusion

It can be concluded that the implementation of Role Play with Comic Strips media significantly affects the English communicative competence of 11th grade students in SMAN 9 Malang. The use of Role Play with comic strips media could improve the students' understanding of English interactional conversation especially in term of organization, grammar, vocabulary and other aspects such as sociolinguistics aspects and mechanics.

In addition the students also gave positive response towards the implementation of Role Play with Comic Strips. It is shown that Role Play with comic strips enables the students to be more creative, confident, motivated and expressive on the process of learning speaking. Role play with comic strips is proven to be fun and enjoyable teaching activity that improve the engagements of the students and also collaborative attitudes.

5.2 Suggestion

The researcher would like to give some suggestions related to this research for those who are closely related to English teaching and learning process. The

researcher hopes that these suggestions will be useful, especially, for teacher, institutions, students, and other researcher.

- a. The teachers have to be selective in choosing teaching method and its media. A fun and intuitive teaching media may help students to improve their participation and confidence.
- b. The study suggest the teachers to use Role Play as an alternative technique in speaking activities especially to improve students' communicative competence.
- c. After knowing the result or the students' English communicative competence is high, then hopefully the teacher maintain this, and if possible increase it.
- d. It is suggested that, the further researcher can use this topic of the study with larger sample to validate the result. The research weaknesses to collect larger sample size affect the research findings to be statistically

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APPENDIX 1
Schedule of the Research

Meeting	Observation	Date	Experimental Group Activity
1		27 th March	Pre-test for control and experimental group
2	First Observation	29 th march	Class introduction Teaching activity Introduction to brochure and pamphlets Group discussion
3		3 rd April 2018	Introduction to language structure of brochure Exercise and group discussion Creating brochure, designing a brochure Group presentation
4		5 th April 2018	Introduction to Role Play and Comic Strips Identifying the language feature of interactional conversation Role Play demo
5		10 th April 2018	Discussing Comic + Role Play activities
6	Second Observation	12 th April 2018	Role Play activities
7		17 th April 2018	Role Play activities
8		19 th April 2018	Post-Test of Control Group and Experimental Group

Appendix 2
SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH (SMA/MA)
MATA PELAJARAN BAHASA DAN SASTRA INGGRIS (PEMINATAN)

- A. Kompetensi Inti 3 (Pengetahuan) dan Kompetensi Inti 4
 (Ketrampilan) Bahasa Inggris Peminatan Kelas XI

Kompetensi Inti 3	Kompetensi Inti 4
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan/ sesuai dengan konteks penggunaannya	4.7. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/ kegiatan. 4.7.2 Menyusun teks khusus brosur, leaflet, banner dan pamflet, terkait promosi barang/jasa/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Silabus Kelas XI Materi Brosur dan Pamflet

<p>3.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait kegiatan (<i>event</i>), sesuai dengan konteks penggunaannya</p> <p>4.1. Iklan kegiatan (<i>event</i>)</p> <p>4.1.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (<i>event</i>)</p> <p>4.1.2. Menyusun teks khusus dalam bentuk iklan kegiatan (<i>event</i>), lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • <i>Fungsi sosial</i> Membujuk orang lain untuk mengikuti kegiatan (<i>event</i>). • <i>Struktur teks</i> • <i>Struktur dapat mencakup</i> <ul style="list-style-type: none"> - Judul/tujuan iklan barang, jasa, dan kegiatan (<i>event</i>) di media massa. - Informasi tertentu dari iklan barang, jasa, dan kegiatan (<i>event</i>) di media massa. • <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan iklan barang, jasa, dan kegiatan (<i>event</i>) di media massa - Penggunaan nominal singular dan plural grup. - Ejaan dan tanda baca - Tulisan tangan • <i>Topik</i> • Barang, jasa, dan kegiatan (<i>event</i>) yang relevan dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI. • <i>Multimedia:</i> Layout dan dekorasi yang membuat tampilan masing-masing teks dalam iklan kegiatan (<i>event</i>). 	<ul style="list-style-type: none"> • Menyimak dan menirukan beberapa model teks khusus dalam bentuk iklan terkait kegiatan (<i>event</i>) di media masa. • Menanyakan informasi terkait isi teks yang sedang dipelajari. • Bertanya dan mempertanyakan tentang hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Membaca dan mendiskusikan contoh tabel analisis isi iklan barang, jasa, dan kegiatan (<i>event</i>) di media massa yang sedang dipelajari. • Membahas cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membuat, mempresentasikan, menerbitkan, bertanya jawab tentang teks iklan terkait kegiatan (<i>event</i>) di media massa yang ada di sekitar kehidupan peserta didik dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Melakukan refleksi tentang proses dan hasil belajarnya.
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>even though, although</i>)</p> <p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • <i>Fungsi sosial</i> menyatakan hasil yang diluar dugaan. • <i>Struktur teks</i> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> - Kalimat pernyataan dan pertanyaan terkait konsensi - Kata untuk menyatakan konsensi: <i>even though, although</i> - Kosakata: tindakan dan kegiatan yang terkait dengan pembelajaran di SMA dan kehidupan peserta didik sebagai remaja - Penggunaan <i>nominal singular dan plural</i> secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca - Tulisan tangan. • <i>Topik</i> Kegiatan dan tindakan yang penting dan relevan dengan peserta didik SMA yang dapat menumbuhkan perilaku yang termuat dalam KI. 	<ul style="list-style-type: none"> • Menyimak dan menirukan percakapan tentang memberi dan meminta informasi tindakan memberi dan meminta informasi terkait konsesi sesuai dengan konteks penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa percakapan tersebut. • Secara lisan dan tertulis, melakukan tindakan komunikatif memberi dan meminta informasi terkait konsesi sesuai dengan konteks yang berbeda. • Melakukan refleksi tentang proses dan hasil belajarnya.

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negeri 9 Malang
Tema/Mapel	: Brosur (Alat Promosi)/ Bahasa Inggris
Kelas/Semester	: XI Peminatan Bahasa Inggris/ Semester 2
Waktu	: 14 Jam Pelajaran (14 × 45menit)
Pertemuan	: 2-8

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan/ sesuai dengan konteks penggunaannya
- 4.7. Berinteraksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PEMBELAJARAN

- 3.7.1 Siswa mampu mengidentifikasi ciri-ciri alat promosi (brosur/leaflet)
- 3.7.2 Siswa mampu mengidentifikasi jenis-jenis brosur produk, jasa, dan kegiatan
- 3.7.3 Siswa mampu menyebutkan ungkapan tertulis dalam brosur/leaflet produk, jasa, atau kegiatan
- 3.7.4 Siswa mengklasifikasikan tipe brosur sesuai tujuan dan fungsinya
- 3.7.5 Siswa memahami struktur kebahasaan yang digunakan dalam brosur/leaflet
- 4.7.1 Siswa mampu membandingkan dua percakapan tentang meminta/memberikan informasi
- 4.7.2 Siswa mampu menyusun teks khusus brosur/leaflet produk, jasa, kegiatan
- 4.7.2 Siswa mampu bercakap-cakap menggunakan ekspresi yang berkaitan dengan meminta dan memberikan informasi terkait produk, jasa, dan kegiatan.
- 4.7.2 Siswa mampu bercakap-cakap dengan menggunakan bahasa Inggris sesuai dengan standart kompetensi komunikasi Bahasa Inggris (English Communicative Competence)

D. TUJUAN PEMBELAJARAN

- 1. Siswa mengetahui fungsi informasi dalam brosur, leaflet, banner, dan pamflet.
- 2. Siswa mengetahui ciri-ciri teks dalam brosur leaflet, banner dan pamflet.
- 3. Siswa mampu memberi informasi terkait barang/jasa/kegiatan/ sesuai dengan konteks penggunaannya.
- 4. Siswa mampu melakukan interaksi transaksional seperti meminta dan memberi informasi terkait barang/jasa/kegiatan/ sesuai dengan konteks penggunaannya.
- 5. Siswa mampu menyusun teks khusus brosur, leaflet, banner dan pamflet, terkait promosi barang/jasa/kegiatan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
- 6. Siswa mampu berkomunikasi transaksional sesuai dengan kompetensi komunikasi bahasa Inggris.

E. MATERI POKOK

1. Fungsi Sosial:

Brosur, leaflet, dan pamflet digunakan sebagai alat promosi, iklan, atau penyebaran informasi suatu produk, jasa, dan event. Brosur banyak ditemukan di tempat umum dan kantor umum, semisal sekolah, rumah sakit, stasiun, bandara, kantor agen perjalanan, bahkan kantor pemerintahan.

Jenis brosur/leaflet bermacam-macam tergantung bentuk dan tujuannya. Brosur dengan jumlah lipatan dua disebut *bi-fold brochure*, sedangkan brosur dengan lipatan 3 disebut *tri-fold brochure*. Sedang brosur tanpa lipatan atau hanya satu lembar kertas informasi saja disebut pamflet. Pamflet sifatnya lebih murah, hemat, dan menawarkan informasi yang lebih singkat.

Berdasarkan fungsinya, brosur dibedakan menjadi brosur informasi, brosur produk, brosur jasa, dan brosur event/kegiatan. Sebagai contoh:

- a) Brosur Produk: Brosur berisi berbagai informasi terkait produk tertentu. Konten brosur terdiri dari nama produk, atau perusahaan produk keistimewaan/kelebihan produk, pilihan produk, harga produk, atau informasi promo dan testimoni. Brosur juga memuat berbagai gambar terkait produk tersebut. Misal: Brosur promo donat kentang, brosur diskon deterjen, dsb.
- b) Brosur Jasa : Brosur berisi informasi terkait penawaran jasa. Memuat konten seperti nama jasa, kelebihan jasa, siapakah penyedia jasa, testimoni, gambar, harga. Misal:
- c) Brosur Kegiatan: Brosur berisi informasi terkait kegiatan/event. Informasi di dalamnya terkait nama event, tempat/lokasi, tanggal, harga tiket masuk, persyaratan keikutsertaan, dan sebagainya. Semisal brosur lomba, brosur konser, dsb.
- d) Brosur Informasi: Brosur ini berisi informasi terkait isu/topik yang penting. Semisal informasi kesehatan cara menjaga pola makan sehat, informasi tentang melakukan gerakan pencegahan demam berdarah, yang bersifat sosialisasi ke masyarakat dan umum.

2. Struktur Kebahasaan

Bahasa yang digunakan dalam penulisan brosur bersifat singkat, padat, jelas, dan tidak bertele-tele. Brosur lebih banyak menggunakan *Simple Present Tense* untuk deskripsi produk. Sebagai contoh:

Selain itu, brosur menggunakan beberapa kosa kata yang bersifat ajakan. Seperti '*let's buy our product*', '*buy now*', '*come and see us*', '*call us*', '*buy and get dicount now!*', dan sebagainya.

3. Percakapan bertukar informasi terkait event/produk/jasa

A. Expressions

Expression Used in Asking Information/Help to a Travel Agents	Expressions Used in Giving Information to Travel Agents
I need help to plan my vacation	I am thinking that I might enjoy..... (e.g: cooler weather, tropical drinks, beach, etc)
Can you help me with a vacation plan?	My budget is about Rp 5.000.000 in this trip.
Do you know how much this vacation will cost?	I prefer go there by than.....
Do you have any brochures?	I would like to request vegetarian meal

Do you have a suggestions?	I don't like mountains
Do you have any recommended tourism destination this summer?	I will go with my family.
Is there cheaper price for the flight?	
Expressions Used in Asking Information to Customers	Expressions Used in Giving Information to Customers
Where would you like to go?	Sure, No Problem.
Do you enjoy or?	I think mountain is good for your family because.....
Do you know how much you will spent on this vacation?	The flight cost you about \$50 to Italy
Have you decide where/when to go?	Paris has amazing photography spot.
Are you wanting to travel to or....?	In Pacitan, you can do....
What/when/where is your destination?	Wow, interesting choice.
Could I have your identity card?	Let me hand you our brochures. Hope it helps. Return if you have any ideas.
May I help you?	In the brochures you can see the information about
How was your last vacation?	

F. SUMBER/MEDIA PEMBELAJARAN

1. Sumber:

- "Buku Bahasa Inggris Kelas XI SMA/SMK" oleh Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2017
- Buku Pegangan Guru Bahasa Inggris SMA Kelas 16 Kurikulum 2013, tahun 2017
- Laman Englishclub.com
- <http://gf2tsto.doomby.com>
- Englishteaching.com
- Busyteacher.com

2. Media dan Bahan Pembelajaran:

- Komik Strips Tentang Agen Perjalanan/ Situasi Perjalanan
- Brosur, leaflet, banner dan pamflet promosi perjalanan yang terdapat dalam media online mapun offline.
- Powerpoint
- LCD Screen dan Projektor

d) Dictionary

G. METODE PEMBELAJARAN

Pendekatan : Scientific

Metode : Bermain Peran (Role Play), Diskusi, Ceramah, Presentasi

H. KEGIATAN

Pertemuan 2 (2 x 45 menit)

Langkah	Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam dan memeriksa absensi siswa2. Guru menanyakan kesiapan siswa dalam belajar3. Guru menerangkan tujuan pembelajaran hari ini	45 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Guru menanyakan pada siswa apakah pernah menerima alat promosi seperti brosur, leaflet, banner dan pamflet. Dimanakah +mereka biasanya menemukan alat promosi seperti itu.2. Guru membentuk siswa menjadi beberapa kelompok. Tiap kelompok terdiri dari 6-7 anggota.3. Guru kemudian membagikan beberapa contoh brosur, banner dan leaflet kepada tiap group4. Guru meminta siswa mengidentifikasi brosur/leaflet/banner tersebut.5. Guru meminta siswa pada masing-masing kelompok mengamati ciri-ciri dari brosur tersebut.<ol style="list-style-type: none">a) Kalimat apa yang digunakanb) Informasi apa saja yang biasa tercantum dalam brosur6. Guru meminta masing-masing group mengidentifikasi jenis alat promosi yang mereka analisis sebelumnya dan menyimpulkan.7. Guru meminta satu/dua group menjelaskan jenis dan isi alat promosi yang mereka diskusikan kepada teman sekelas.	30'
Penutup	<ol style="list-style-type: none">1. Guru menyimpulkan pembelajaran waktu itu2. Guru memberikan informasi tentang apa yang	10'

	akan dilakukan pada pertemuan berikutnya.	
	3. Guru mengucapkan salam untuk mengakhiri pelajaran	

Pertemuan 3 (2 x 45 menit)

Langkah	Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan memeriksa absensi siswa 2. Guru menanyakan kesiapan siswa dalam belajar 3. Guru menanyakan siswa apa saja yang sudah dipelajari pada pertemuan sebelumnya. 4. Guru menerangkan tujuan pembelajaran hari ini 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menanyakan apakah siswa pernah berwisata ke tempat wisata seperti, pantai, gunung, dsb. 2. Guru menanyakan aktivitas apa saja yang bisa dilakukan di tempat wisata tersebut. 3. Guru membagi siswa menjadi beberapa group. (5 orang/group) 4. Guru menunjukkan beberapa contoh alat promosi yang memuat destinasi dan pariwisata. 5. Guru meminta siswa mengidentifikasi ciri brosur pariwisata. 6. Guru kemudian menerangkan ciri-ciri alat promosi destinasi/pariwisata. (menampilkan powerpoint) 7. Guru meminta siswa untuk berdiskusi mengenai brosur yang mereka miliki dan menjawab beberapa pertanyaan pada Unit Kegiatan Belajar Siswa. 	70
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan pembelajaran waktu itu 2. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya. 3. Guru mengucapkan salam untuk mengakhiri pelajaran 	10'

Pertemuan 4 (2x45 menit)

Langkah	Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan memeriksa absensi siswa 2. Guru menanyakan kesiapan siswa dalam belajar 3. Guru menanyakan siswa apa saja yang sudah dipelajari pada pertemuan sebelumnya. 4. Guru menerangkan tujuan pembelajaran hari ini 	5 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan) <ol style="list-style-type: none"> a) Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut. b) Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut 2. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas. 3. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa) 4. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong. 5. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan. 6. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik. 7. Guru meminta siswa berdialog di depan kelas. 8. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan) <ol style="list-style-type: none"> a) Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut. b) Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut 	70

	9. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas. 10. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa) 11. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong. 12. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan. 13. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik. 14. Guru meminta siswa berdialog di depan kelas.	
Penutup	1. Guru menyimpulkan pembelajaran waktu itu 2. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya. 3. Guru mengucapkan salam untuk mengakhiri pelajaran	10'

Pertemuan 5 (2x45)

Langkah	Kegiatan	Waktu
Pendahuluan	1. Guru mengucapkan salam dan memeriksa absensi siswa 2. Guru menanyakan kesiapan siswa dalam belajar 3. Guru menanyakan siswa apa saja yang sudah dipelajari pada pertemuan sebelumnya. 4. Guru menerangkan tujuan pembelajaran hari ini	5 menit
Kegiatan Inti	5. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan) 6. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut. 7. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut 8. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas. 9. Guru membentuk siswa menjadi beberapa	70

	kelompok. (1 kelompok terdiri dari 2 siswa) 10. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong. 11. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan. 12. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik. 13. Guru meminta siswa berdialog di depan kelas.	
Penutup	1. Guru menyimpulkan pembelajaran waktu itu 2. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya. 3. Guru mengucapkan salam untuk mengakhiri pelajaran	10'

Pertemuan 6 (2x45 menit)

Langkah	Kegiatan	Waktu
Pendahuluan	1. Guru mengucapkan salam dan memeriksa absensi siswa 2. Guru menanyakan kesiapan siswa dalam belajar 3. Guru menanyakan siswa apa saja yang sudah dipelajari pada pertemuan sebelumnya. 4. Guru menerangkan tujuan pembelajaran hari ini	5 menit
Kegiatan Inti	1. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan) 2. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut. 3. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut 4. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas. 5. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa) 6. Guru memberikan 1 (satu) set komik strips	70

	<p>dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.</p> <ol style="list-style-type: none"> Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik. Guru meminta siswa berdialog di depan kelas. 	
Penutup	<ol style="list-style-type: none"> Guru menyimpulkan pembelajaran waktu itu Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya. Guru mengucapkan salam untuk mengakhiri pelajaran 	10'

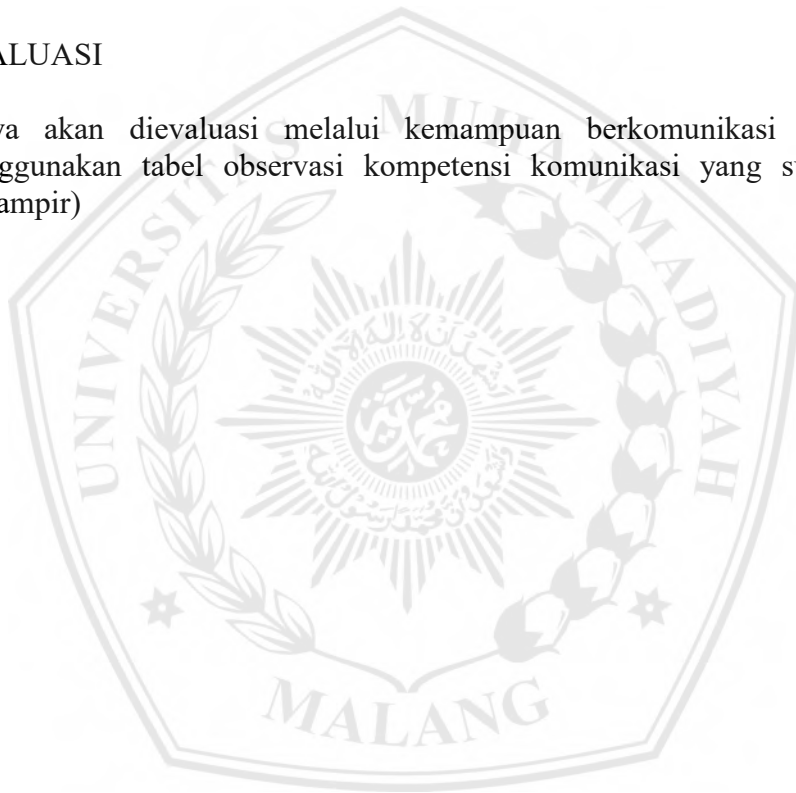
Pertemuan 7 (2x45 menit)

Langkah	Kegiatan	Waktu
Pendahuluan	<ol style="list-style-type: none"> Guru mengucapkan salam dan memeriksa absensi siswa Guru menanyakan kesiapan siswa dalam belajar Guru menanyakan siswa apa saja yang sudah dipelajari pada pertemuan sebelumnya. Guru menerangkan tujuan pembelajaran hari ini 	5 menit
Kegiatan Inti	<ol style="list-style-type: none"> Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan) Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa) Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong. 	70

	<ol style="list-style-type: none"> 7. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan. 8. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik. 9. Guru meminta siswa berdialog di depan kelas. 	
Penutup	<ol style="list-style-type: none"> 1. Guru menyimpulkan pembelajaran waktu itu 2. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya. 3. Guru mengucapkan salam untuk mengakhiri pelajaran 	10'

I. EVALUASI

Siswa akan dievaluasi melalui kemampuan berkomunikasi mereka dengan menggunakan tabel observasi kompetensi komunikasi yang sudah disediakan (terlampir)



Appendix 4

Unit Kegiatan Belajar **Bahasa Inggris**

BIG LM/ 3.7/4.7/2/7



Nama Siswa :

No Induk :

No Absen :

Kelas XI

Semester Genap

SMA NEGERI 9 MALANG

2018

Unit Kegiatan Belajar

(UKB1-07)

1. identitas :

- a) Nama Mata Pelajaran : Bahasa Inggris XI (Lintas Minat)
- b) Semester : Genap
- c) Kompetensi Dasar :

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan/ sesuai dengan konteks penggunaannya

4.7. Berinteraksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait konsesi, dengan memperhatikan fungsi sosial,

- d) Indikator Pencapaian Kompetensi :

- 3.7.1 Siswa mampu mengidentifikasi ciri-ciri alat promosi (brosur/leaflet)*
- 3.7.2 Siswa mampu mengidentifikasi jenis-jenis brosur produk, jasa, dan kegiatan*
- 3.7.3 Siswa mampu menyebutkan ungkapan tertulis dalam brosur/leaflet produk, jasa, atau kegiatan*
- 3.7.4 Siswa mengklasifikasikan tipe brosur sesuai tujuan dan fungsinya*
- 3.7.5 Siswa memahami struktur kebahasaan yang digunakan dalam brosur/leaflet*
- 4.7.1 Siswa mampu membandingkan dua percakapan tentang meminta/memberikan informasi*
- 4.7.2 Siswa mampu menyusun teks khusus brosur/leaflet produk, jasa, kegiatan*
- 4.7.2 Siswa mampu bercakap-cakap menggunakan ekspresi yang berkaitan dengan meminta dan memberikan informasi terkait produk, jasa, dan kegiatan.*
- 4.7.2 Siswa mampu bercakap-cakap dengan menggunakan bahasa Inggris sesuai dengan standart kompetensi komunikasi Bahasa Inggris (English Communicative Competence)*

- e) Materi Pokok: Brochure/Pamphlet, and Leaflet
- f) Alokasi Waktu: 6 pertemuan (12 x 45 menit)

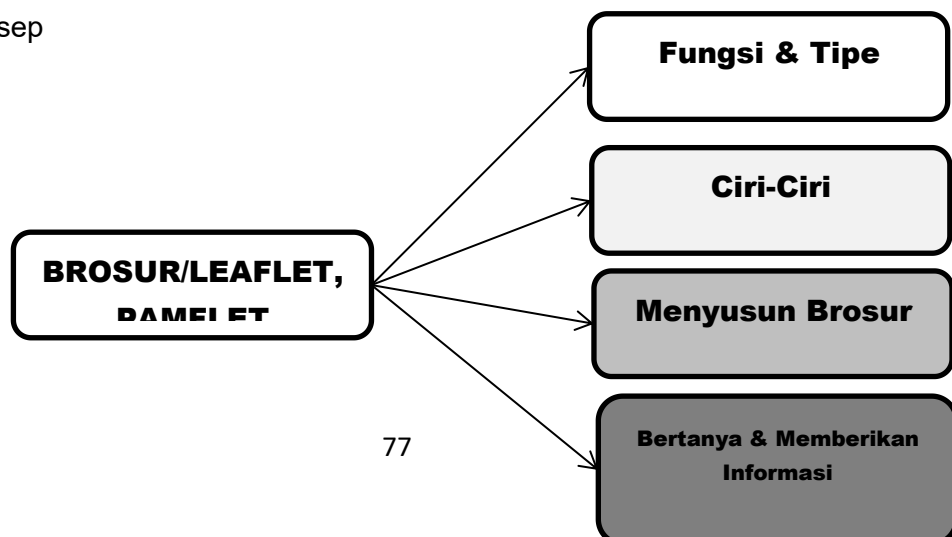
g) Tujuan Pembelajaran:

Melalui kegiatan diskusi, presentasi, analisis, proyek, dan role-play siswa mampu mengetahui fungsi informasi dalam brosur leaflet, pamflet suatu produk, jasa, dan kegiatan tertentu. Siswa juga mampu mengidentifikasi ciri-ciri teks dan struktur kebahasaan dalam brosur, leaflet, dan pamflet. Siswa kemudian dapat menggunakan pengetahuan tersebut untuk menyusun sebuah brosur terkait produk, jasa dan kegiatan. Selanjutnya melakukan interaksi transaksional meminta informasi dan memberikan informasi sesuai dengan konteks penggunaannya.

h) Materi Pembelajaran:

Agar konsep dan teori yang akan Anda belajari pada UKB ini dapat Anda kuasai dengan baik, maka terlebih dahulu bacalah Buku Teks Pelajaran (BTP) berikut. Buku Bahasa Inggris Kelas XI, Kementrian Pendidikan Kebudayaan RI 2017; dan buku lain yang sekiranya Anda temukan berkaitan dengan materi Brosur/Pamflet dan Leaflet, untuk keperluan ini Anda boleh mencarinya di internet, e-book, dan sumber online lainnya.

2. Peta Konsep



KEGIATAN PEMBELAJARAN

A. PENDAHULUAN

Sebelum memulai kegiatan pembelajaran. Amatilah gambar berikut ini?



1. Apa yang sedang dilakukan kedua orang dalam gambar?
-Orang sedang melihat brosur, membicarakan rencana perjalanan
2. Apa saja informasi yang tercantum dalam sebuah brosur?
-Informasi tentang tempat, keistimewaan tempat, harga, alamat, peta, dll.
3. Apakah Anda pernah menerima brosur sebelumnya?
-Pernah/tidak
4. Dimanakah Anda menerima brosur?
- di tempat umum seperti sekolah, rumah sakit, kantor pemerintahan, di taman, di pusat perbelanjaan, dsb

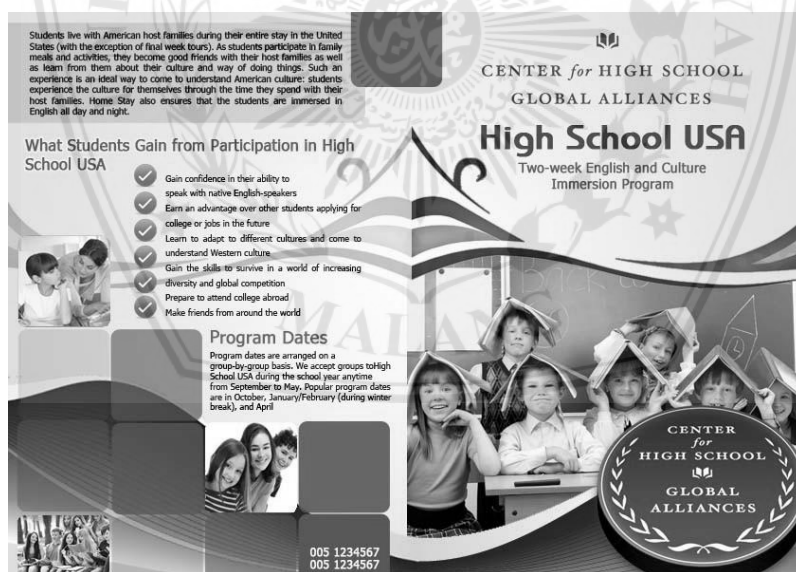
5. Apakah Anda menemukan informasi yang berguna di dalam brosur tersebut?

- iya/tidak.

Setelah Anda sudah bisa menjawab pertanyaan di atas, silahkan di lanjutkan ke kegiatan belajar berikutnya. Apabila belum paham, mintalah teman atau guru untuk membimbing kembali jawaban pertanyaan di atas?

KEGIATAN BELAJAR 1

1. Find a brochure related with a product or service
2. Read this brochure carefully.
3. Identify and list the following information based on the picture. You may discuss with your friends.



4. Now, identify your friends' brochure and all of its information in this table. Number 1 has been done for you.

No	The Information Is About...	What information you can find inside the brochure	Comments to its design/looks
1.	Two Week English and Culture Immersion Program, High School USA	Benefits of the programs, Program and dates, contacts,	The design is too simple. It needs more picture to attracts readers.
2
3
4
5

5. Share your result in front of the class!

KEGIATAN BELAJAR 2

1. Take a look in this picture!



2. If you can go anywhere in the world? Where will it be?

3. How is it looks there?

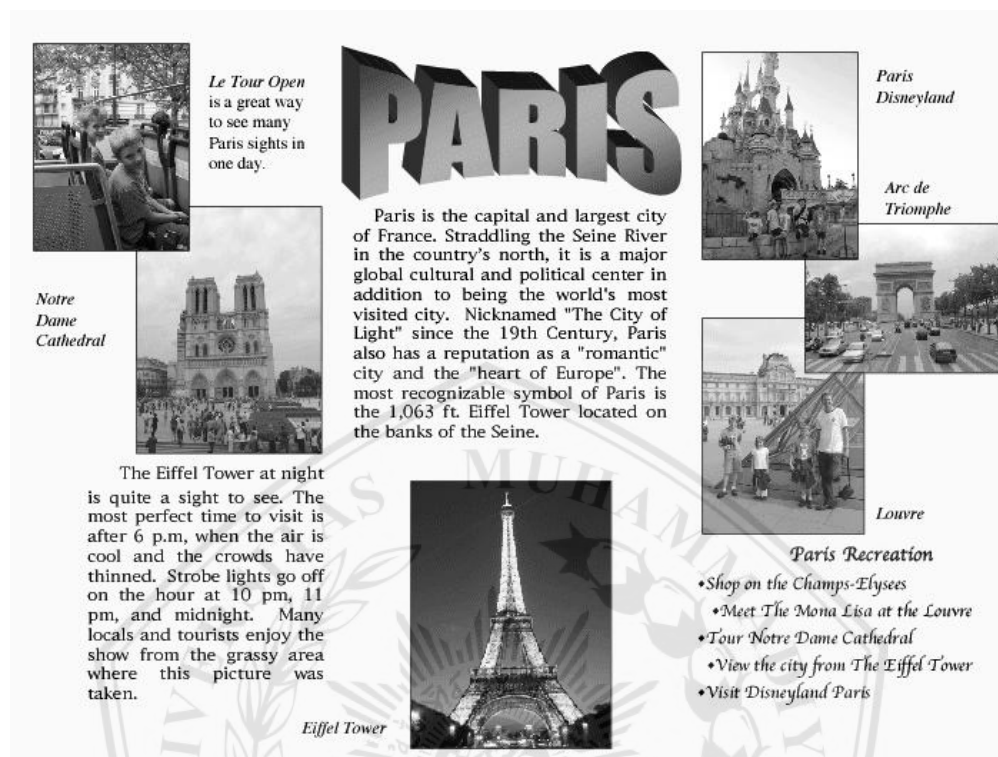
4. What activities you possibly do there?

5. Imagine as many place as possible and list your answers, here! Try to list your friends's answer too.

No	Destination	The situation	Your activity
1	Paris	Crowded, full of tourists. There is beautiful park	Visit famous restaurant, taking photos in Eiffel Tower.
2	London	Crowded, beautiful London bridges,	Visit Queen palace
3			
4			
5			

KEGIATAN BELAJAR 3

1. Take a look on these brochure. This is a travel/tourism brochure



2. In group, describe the travel brochure by discuss and answer these following questions!

Are there maps? Photos? Diagrams? Other illustrations?	There is photo of famous tourism places. No maps included. Other illustrations only show a photo of a family taking pictures in Lauvre Museum.
What kind of language and vocabulary is used?	It is simple present tense
How is text presented? Paragraphs? Bulleted lists?	The texts presented in paragraphs. Each paragraphs consist information about Eiffel tower, and also Paris itself.
Are there specific places highlighted? What kind?	Eiffel Tower, Lauve Museum, Notre Dame Catedral, Disney Land Paris

KEGIATAN BELAJAR 4

1. Create a group of 6 people.
2. You and your group will create a a brochure. With your group. Discuss and choose one tourism place/tourism activity that you want to promote in a brochure.
3. Fill your group's discussion result in this format.



Travel Brochure

(name of place)

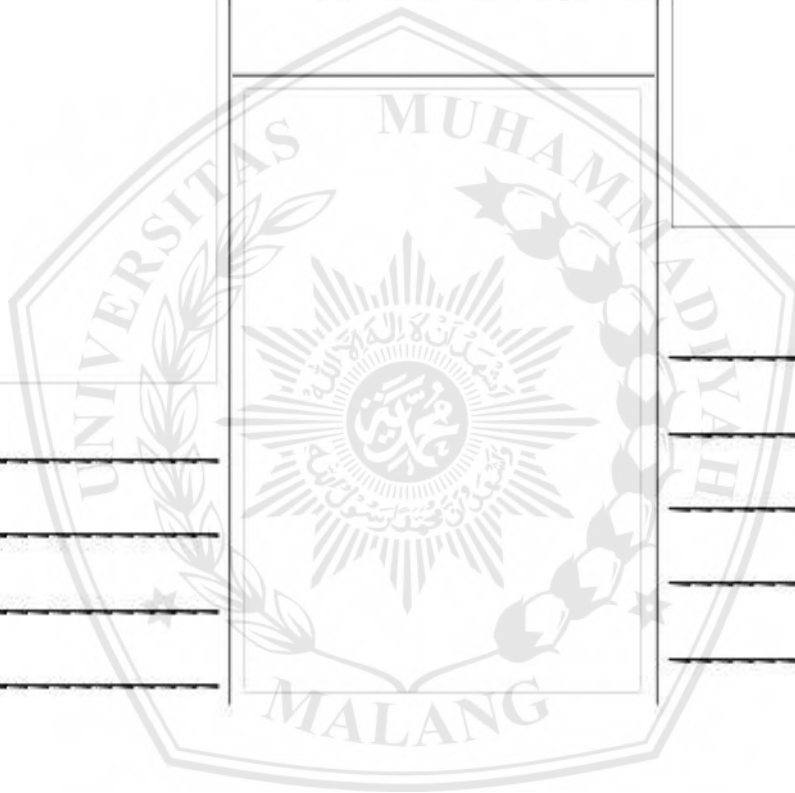


Fun Things To Do!

- _____
- _____
- _____
- _____
- _____

I would like to
vacation here
because...





4. Present your brochure in front of the class!.

KEGIATAN BELAJAR 4

1. Read these conversations carefully and clearly.
2. Fill the blank with the correct expressions and words

DIALOG A: A customer and Travel Agent

A: *Could you help me with vacation plans?*

B: (1) Of course! *Do you know where you will be traveling?*

A: *I am open to suggestions at this point.*

B: *Are you wanting to travel to a (2) warmer or (3) cooler destination?*

A: *I would like to travel to a cooler destination.*

B: *I can give you some (4) brochures that could give you some ideas.*

A: *I will look at them right now.*

B: (5) How much *is in your budget for this trip?*

A: *I think that I can spend about two hundred dollars a day.*

B: *Take your time choosing a destination and, when you've narrowed it down, I'll be happy to help you make a reservation.*

DIALOG B: A customer and Travel Agent

B: *How may I help you?*

A: *Yes, I'd like to make a flight reservation for the twenty-third of this month.*

B: *Okay. What is your (1) destination?*

A: *Well. I'm flying to Helsinki, Finland.*

B: *Okay. (2) Could you tell me what flights are available. [Okay] And when will you be returning?*

A: *Uh, well, I'd like to catch a return flight on the twenty-ninth. Oh, and I'd like the cheapest flight available.*

B: *Okay. Let me see. Um, hmm . . .*

A: *Yeah?*

B: *Well, the price for the flight is almost double the price you would pay if you leave the day before.*

A: Whoo. Let's go with the cheaper flight. By the way, how (3) much is it?

B: It's only \$980.

A: Alright. Well, let's go with that.

B: Okay. That's flight 1070 from Salt Lake City to New York, Kennedy Airport, transferring to flight 90 from Kennedy to Helsinki.

A: And what are (4) schedule for each of those flights?

B: It leaves Salt Lake City at 10:00 AM, arriving in New York at 4:35 PM, then transferring to flight 90 at 5:55 PM, and arriving in Helsinki at 8:30 AM the next day.

A: Alright. And, uh, I'd like to request a vegetarian meal.

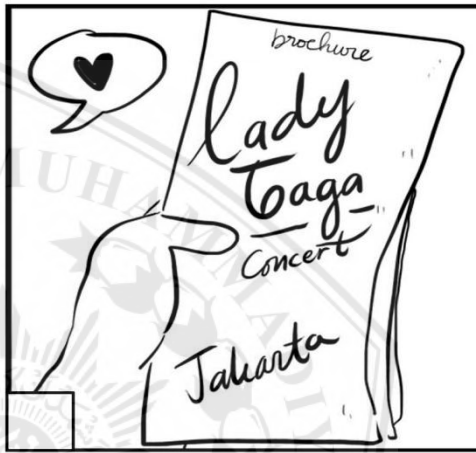
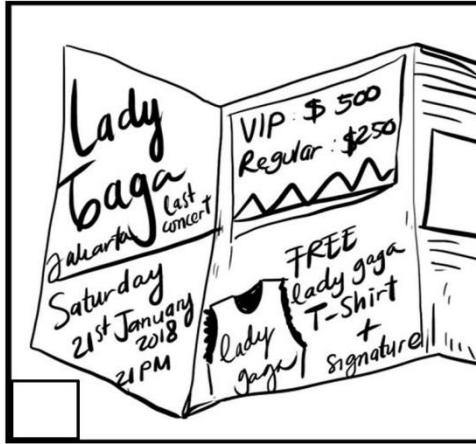
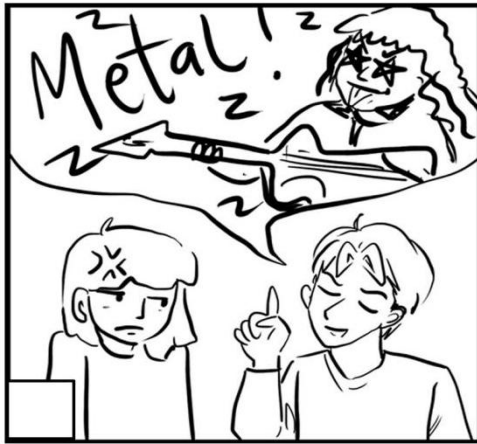
B: Sure, no problem. And could I have your name please?

KEGIATAN BELAJAR 5

1. Take a look on the following comic strips.
 - a) Planing a vacation
 - b) Lady Gaga's Concert
2. Arrange the picture into correct order. Give the number to each pictures
3. With partner, create a creative dialog based on the story. Don't forget to use expressions of asking and giving information.
4. Practice your dialog in front of the class.







3. PENUTUP

Setelah Anda belajar bertahap dan berlanjut melalui kegiatan belajar 1-5, berikut terlampir tabel untuk mengukur penguasaan belajar Anda terhadap materi brosur. Jawablah sejujurnya terkait dengan penguasaan materi pada UKB ini di tabel berikut.

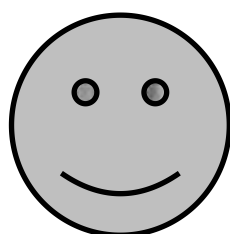
Tabel Refleksi Pemahaman Belajar

No	Pertanyaan	Ya	Tidak
1	Apakah Anda memahami fungsi dan jenis brosur?		
2	Apakah Anda mampu mengidentifikasi komponen informasi dalam suatu brosur produk, barang dan jasa?		
3	Apakah Anda memahami struktur bahasa yang digunakan dalam brosur produk, jasa dan kegiatan?		
4	Dapatkah Anda merancang dan menyusun sebuah brosur produk, jasa, dan kegiatan?		
5	Dapatkah Anda menggunakan 'expression of asking and giving information' dalam percakapan Bahasa Inggris?		

Jika menjawab "TIDAK" pada salah satu pertanyaan di atas, maka pelajailah kembali materi tersebut dalam Buku Teks Pelajaran (BTP) dan pelajari ulang kegiatan belajar 1-5 yang sekiranya perlu Anda ulang dengan bimbingan guru Bahasa Inggris atau teman sejawat. Jangan putus asa untuk mengulangi lagi. Apabila telah menjawab "YA" pada semua pertanyaan, maka lanjutkan berikut.

Dimanakah Posisimu?

Ukurlah diri Anda dalam menguasai materi Brosur, Leaflet/Pamflet dalam rentang 0-100



Setelah Anda menuliskan penguasaan Anda terhadap materi. Lanjutkan kegiatan berikut untuk mengevaluasi penguasaan Anda.

Yuk cek penguasaanmu terhadap materi Brochure, Leaflet, Pamflet.

Agar dapat dipastikan bahwa Anda telah menguasai materi Expressions of Complimenting, maka kerjakan soal berikut secara mandiri di buku kerja Anda masing-masing.

Make a conversations containing giving and asking information based on a tourism/travel, event or information brochure that you have!



Setelah menyelesaikan soal di atas dan mengikuti kegiatan belajar 1-5, tuliskan refleksi Anda dengan menggunakan cara dan bahasa Anda sendiri sebagai bagian dari pengakuan terhadap apa yang sudah Anda kuasai.

Ini adalah bagian akhir dari UKB materi brosur, leaflet dan pamflet. Mintalah tes formatif kepada Guru Anda sebelum belajar ke UKB berikutnya.

--- SEMOGA SUKSES PADA PEMBELAJARAN BERIKUTNYA ---



APPENDIX 5
**Scoring Sheet of Student's Communicative Competence
 In SMAN 9 Malang**

Nama :.....
 Student Number :
 Tanggal :.....

- 1) For scoring, please give mark (√) according to your observation
 2) Observation rating score:
 4: If student is able to do it most
 3: If student is able to do it sometimes
 2: If student is able to do it several times
 1: If student is able to do it few times

NO	COMMUNICATIVE COMPETENCE INDICATOR	SCORE			
		1	2	3	4
1	Student composes the word and sentences in correct grammar				
2	Student uses diverse vocabularies according to the topic				
3	Student uses correct pronunciation in conversation				
4	Student uses correct idiomatic expressions				
5	Students speaks fluently				
6	Students shows participations during interactions				
7	Student shows appropriate gesture (hand, head, body movement)				
8	Student shows appropriate facial expression				
9	Student is able to shows coherence series of utterances				
10	Student is able to show the cohesive series of utterances				
11	Student is able to show the logical sequencing of the ideas				
12	Student is able to create understandable meaning among a series of utterances				
13	Student is able to give appropriate intonation				
14	Student is able to show appropriate rhythm/speed				
15	Student is able to give response to her/his partner during				
Σ SCORE					

Malang,.....
 Observer,

APPENDIX 6
Teaching Observation Checklist

School : SMA Negeri 9 Malang
Chapter : Brochure, Pamflet, Banner

Class/Semester: XI/ 2 (Two)
Meeting : 2,3,4

- 3) Please give mark (v) according to your observation
4) Observation rating score:
1= Implemented, not finished on time, not systematic
2= Implemented, finished on time, not systematic
3= Implemented, not finished on time, systematic
4= Implemented, finished on time, systematic

SCORING ASPECT	APPLIED		SCORE			
	YES	NO	1	2	3	4
Pendahuluan						
4. Guru mengucapkan salam dan mengecek absensi siswa						
5. Guru menanyakan kesiapan siswa dalam belajar						
6. Guru menceritakan pengalaman atau peristiwa yang masa lampau menggunakan Simple Past Tense dan Simple Perfect Tense.						
7. Guru menjelaskan tujuan pelajaran hari itu						
Kegiatan Inti Pertemuan 2						
6. Guru menanyakan pada siswa apakah pernah menerima alat promosi seperti brosur, leaflet, banner dan pamflet. Dimanakah +mereka biasanya menemukan alat promosi seperti itu.						
7. Guru membentuk siswa menjadi beberapa kelompok. Tiap kelompok terdiri dari 6-7 anggota.						
8. Guru kemudian membagikan beberapa contoh brosur, banner dan leaflet kepada tiap group						
9. Guru meminta siswa mengidentifikasi brosur/leaflet/banner tersebut.						
10. Guru meminta siswa pada masing-masing kelompok mengamati ciri-ciri dari brosur tersebut. a) Kalimat apa yang digunakan						

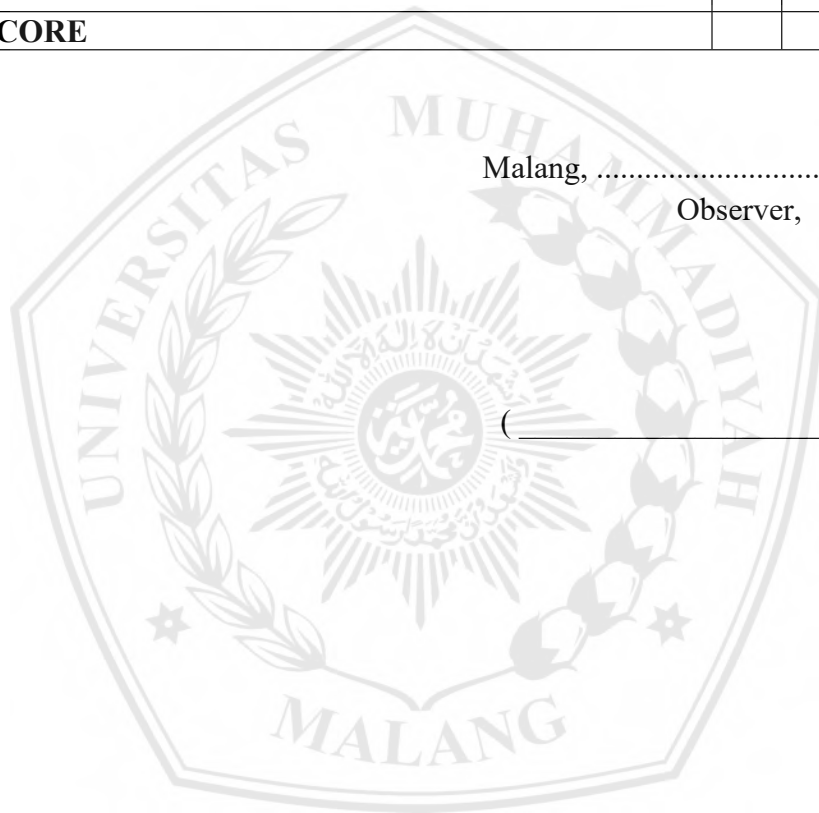
<p>b) Informasi apa saja yang biasa tercantum dalam brosur</p> <p>8. Guru meminta masing-masing group mengidentifikasi jenis alat promosi yang mereka analisis sebelumnya dan menyimpulkan.</p> <p>Guru meminta satu/dua group menjelaskan jenis dan isi alat promosi yang mereka diskusikan kepada teman sekelas.</p> <p>9. Guru menanyakan apakah siswa pernah berwisata ke tempat wisata seperti, pantai, gunung, dsb.</p> <p>10. Guru menanyakan aktivitas apa saja yang bisa dilakukan di tempat wisata tersebut.</p> <p>11. Guru membagi siswa menjadi beberapa group. (5 orang/group)</p> <p>12. Guru menunjukkan beberapa contoh alat promosi yang memuat destinasi dan pariwisata.</p> <p>13. Guru meminta siswa mengidentifikasi ciri brosur pariwisata.</p> <p>14. Guru kemudian menerangkan ciri-ciri alat promosi destinasi/pariwisata. (menampilkan powerpoint)</p> <p>15. Guru meminta siswa untuk berdiskusi mengenai brosur yang mereka miliki dan menjawab beberapa pertanyaan pada Unit Kegiatan Belajar Siswa.</p> <p>16. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)</p> <p>17. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.</p> <p>18. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut</p> <p>19. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.</p> <p>20. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)</p> <p>21. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.</p> <p>22. Guru meminta tiap kelompok untuk menyusun komik</p>					
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tersebut sesuai urutan.						
23. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.						
24. Guru meminta siswa berdialog di depan kelas.						
Penutup						
4. Guru menyimpulkan pembelajaran waktu itu						
5. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya.						
6. Guru mengucapkan salam untuk mengakhiri pelajaran						
TOTAL SCORE						

Malang,2018

Observer,

(_____)



Rolmic Teaching Observation Sheet

School : SMA Negeri 9 Malang
Chapter : Brochure, Pamflet, Banner

Class/Semester: XI/ 2 (Two)
Meeting : 5,6,7

- 5) Please give mark (v) according to your observation
- 6) Observation rating score:
 - 1= Implemented, not finished on time, not systematic
 - 2= Implemented, finished on time, not systematic
 - 3= Implemented, not finished on time, systematic
 - 4= Implemented, finished on time, systematic

SCORING ASPECT	APPLIED		SCORE			
	YES	NO	1	2	3	4
Pendahuluan						
1. Guru mengucapkan salam dan mengecek absensi siswa						
2. Guru menanyakan kesiapan siswa dalam belajar						
3. Guru menceritakan pengalaman atau peristiwa yang masa lampau menggunakan Simple Past Tense dan Simple Perfect Tense.						
4. Guru menjelaskan tujuan pelajaran hari itu						
Kegiatan Inti Pertemuan 2						
1. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)						
2. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.						
3. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut						
4. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.						
5. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)						
6. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.						
7. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.						

<p>8. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.</p> <p>Guru meminta siswa berdialog di depan kelas.</p> <p>Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)</p> <p>Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.</p> <p>Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut</p> <p>Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.</p> <p>Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)</p> <p>Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.</p> <p>Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.</p> <p>Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.</p> <p>17. Guru meminta siswa berdialog di depan kelas.</p> <p>18. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)</p> <p>19. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.</p> <p>20. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut</p> <p>21. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.</p> <p>22. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)</p> <p>23. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.</p>						
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24. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.						
25. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.						
26. Guru meminta siswa berdialog di depan kelas.						
Penutup						
7. Guru menyimpulkan pembelajaran waktu itu						
8. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya.						
9. Guru mengucapkan salam untuk mengakhiri pelajaran						
TOTAL SCORE						

Malang,2018

Observer,

(_____)

APPENDIX 7 PRE-TEST AND POST-TEST DATA RECAPITULATION OF THE EXPERIMENTAL GROUP

(Scale: 100)

Student Number	Pre Test (X ₁)				Post Test (X ₂)				$\Delta \bar{X}_{2-1}$	
	O1	O2	O3	\bar{X}_1	O1	O2	O3	(\bar{X}_1)		
1	40	36	43	39	95	90	95	93	54	
2	45	50	47	47	85	85	90	87	40	
3	45	47	41	44	85	90	90	88	44	
4	50	45	46	47	78	78	78	78	31	
5	50	57	50	52	76	78	83	79	27	
6	38	43	38	39	68	71	77	72	33	
7	43	48	38	41	80	82	82	81	40	
8	52	47	51	50	86	85	88	86	36	
9	43	45	43	44	72	73	77	74	30	
ΣX_1	48	48	48	48	65	70	75	70	22	
ΣX_2	43	43	43	43	87	88	88	87	45	
$\Delta \bar{X}_{2-1}$	45	35	46	42	85	83	83	84	42	
$\Sigma \Delta \bar{X}_{2-1}$	42	40	38	40	93	93	92	93	53	
	42	38	46	42	85	88	85	86	44	
15	57	60	63	60	72	73	80	75	15	
16	55	43	50	49	65	65	70	66	17	
17	43	47	43	44	85	85	87	86	42	
18	42	43	43	43	87	85	85	86	43	
19	45	43	43	44	82	85	85	84	40	
20	48	47	46	47	87	86	88	87	40	
21	53	58	71	60	85	90	85	86	26	
22	46	56	56	53	88	90	87	88	35	
23	45	45	46	45	83	82	83	83	38	
24	38	36	38	47	93	92	90	92	45	
25	45	47	38	43	85	83	83	84	41	
26	55	55	58	56	87	86	88	87	31	
27	38	45	46	43	87	86	88	87	44	
28	42	45	43	43	93	88	91	91	48	
29	40	43	42	41	88	88	90	89	48	
30	38	36	38	37	96	93	90	93	56	
31	40	51	43	45	90	90	91	91	46	
32	45	50	45	47	78	78	78	78	31	
33	68	63	68	66	86	86	86	86	20	
34	38	38	43	40	85	83	83	84	44	
35	42	45	35	41	85	80	83	83	42	
36	40	40	40	40	83	85	82	84	44	
Σ				1651	Σ				3028	1377
$\Sigma \bar{X}_1$				45.86	$\Sigma \bar{X}_2$				84.11	
$\Sigma \Delta \bar{X}_{2-1}$									38.25	

Student Number	Pre Test (X_3)				Post Test (X_4)				$\Delta \bar{X}_{4-3}$
	O1	O2	O3	\bar{X}_3	O1	O2	O3	(\bar{X}_4)	
1	33	38	42	38	52	55	57	55	17
2	42	45	45	44	55	57	57	56	12
3	38	38	42	39	57	60	62	60	21
4	40	43	45	43	63	65	63	64	21
5	42	47	48	45	62	62	65	63	18
6	38	40	37	38	58	60	62	60	22
7	36	37	37	37	57	60	60	59	22
8	38	42	40	40	58	63	58	60	20
9	40	42	43	42	55	62	65	61	19

DATA RECAPITULATION

10	36	38	40	38	65	65	63	64	26
11	51	47	52	50	56	60	62	59	9
12	37	38	35	22	53	58	60	57	35
13	35	42	43	40	70	70	71	70	30
14	37	45	48	43	58	65	68	64	21
15	38	38	37	37	60	65	66	64	27
16	35	37	37	36	56	63	66	62	26
17	53	52	52	52	62	68	72	67	15
18	38	42	43	41	56	62	72	63	22
19	42	40	42	41	73	73	70	72	31
20	35	42	45	41	60	68	72	67	26
21	35	37	37	36	63	66	66	65	29
22	45	50	50	48	67	68	70	68	20
23	37	42	45	41	68	72	70	70	29
24	37	40	37	38	65	68	70	68	30
25	42	48	48	46	67	66	66	66	15
26	40	45	45	43	68	66	71	68	23
27	40	47	48	45	68	68	71	69	24
28	43	47	45	45	60	68	68	65	20
29	32	35	32	33	60	62	63	61	28
30	35	40	40	38	62	68	68	66	28
31	45	47	50	47	63	66	65	65	18
32	45	48	50	48	65	68	71	68	20
33	37	45	43	42	58	60	62	60	18
34	45	50	55	50	62	63	65	63	13
35	47	52	50	50	63	65	68	65	15
36	33	37	38	36	57	66	68	64	28
Σ				1493	Σ			2298	805
$\Sigma \bar{X}_3$				41.47	$\Sigma \bar{X}_4$			63.83	
$\Sigma \Delta \bar{X}_{4-3}$									22.36

OF THE CONTROL GROUP

(Scale: 100)

APPENDIX 10

Result of Teaching Observation Checklist

SMAN 9 Malang

Table 10.1 Result of Observation 1

Observation 1: 2 nd , 3 rd , 4 th meeting			
Observation Aspect	Observer 1	Observer 2	Score
Pendahuluan			

8. Guru mengucapkan salam dan mengecek absensi siswa	4	3	3.5
9. Guru menanyakan kesiapan siswa dalam belajar	3	4	3.5
10. Guru menceritakan pengalaman atau peristiwa yang masa lampau menggunakan Simple Past Tense dan Simple Perfect Tense.	3	4	3.5
11. Guru menjelaskan tujuan pelajaran hari itu	3	4	3.5
Kegiatan Inti Pertemuan 2			
12. Guru menanyakan pada siswa apakah pernah menerima alat promosi seperti brosur, leaflet, banner dan pamflet. Dimanakah +mereka biasanya menemukan alat promosi seperti itu.	3	3	3
	3	4	3.5
13. Guru membentuk siswa menjadi beberapa kelompok. Tiap kelompok terdiri dari 6-7 anggota.	4	4	4
14. Guru kemudian membagikan beberapa contoh brosur, banner dan leaflet kepada tiap group	4	4	4
15. Guru meminta siswa mengidentifikasi brosur/leaflet/banner tersebut.	3	2	2.5
	4	3	3.5
16. Guru meminta siswa pada masing-masing kelompok mengamati ciri-ciri dari brosur tersebut.	3	3	6
	3	3	3
c) Kalimat apa yang digunakan			
d) Informasi apa saja yang biasa tercantum dalam brosur	3	4	3.5
10. Guru meminta masing-masing group mengidentifikasi jenis alat promosi yang mereka analisis sebelumnya dan menyimpulkan.	2	1	3
11. Guru meminta satu/dua group menjelaskan jenis dan isi alat promosi yang mereka diskusikan kepada teman sekelas.	2	2	2
12. Guru menanyakan apakah siswa pernah berwisata ke tempat wisata seperti, pantai, gunung, dsb.	3	2	2.5
13. Guru menanyakan aktivitas apa saja yang bisa dilakukan di tempat wisata tersebut.	3	2	2.5
	2	3	2.5
14. Guru membagi siswa menjadi beberapa group. (5 orang/group)	4	2	3
15. Guru menunjukkan beberapa contoh alat promosi yang memuat destinasi dan pariwisata.	3	3	3
16. Guru meminta siswa mengidentifikasi ciri brosur pariwisata.	3	2	2.5
17. Guru kemudian menerangkan ciri-ciri alat promosi destinasi/pariwisata. (menampilkan powerpoint)	4	3	3.5
18. Guru meminta siswa untuk berdiskusi mengenai brosur yang mereka miliki dan menjawab beberapa pertanyaan pada Unit Kegiatan Belajar Siswa.	1	2	1.5
	1	1	1
19. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)	2	1	1.5
	2	2	2
20. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.			
21. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut	3	4	3.5
22. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.	3	4	3.5

23. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)	2	1	1.5
24. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.	2	2	2
25. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.			
26. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.			
27. Guru meminta siswa berdialog di depan kelas.			
Penutup			
28. Guru menyimpulkan pembelajaran waktu itu	2	2	2
29. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya.	1	1	1
30. Guru mengucapkan salam untuk mengakhiri pelajaran	3	3	3
Total Score			90
Mean Score			2.8
(%)			70%

Table 10.2 Result of Observation 2

Obsevation 2 : 5 th , 6 th , 7 th meeting				
SCORING ASPECT		Observer 1	Observer 2	Score
Pendahuluan				
5.	Guru mengucapkan salam dan mengecek absensi siswa	3	4	3.5
6.	Guru menanyakan kesiapan siswa dalam belajar	3	4	3.5
7.	Guru menceritakan pengalaman atau peristiwa yang masa lampau menggunakan Simple Past Tense dan Simple Perfect Tense.	3	3	3
8.	Guru menjelaskan tujuan pelajaran hari itu	3	4	3.5
Kegiatan Inti Pertemuan 2				
5.	Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)	3	3	3
6.	Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.	3	3	3
7.	Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut	3	3	3
8.	Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.	4	4	4
8.	Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.	3	4	3.5
9.	Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)	4	4	4
10.	Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.	4	4	4
11.	Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.	4	4	4
11.	Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.	3	3	3
12.	Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.	4	4	4
13.	Guru meminta siswa berdialog di depan kelas.	4	3	3.5
14.	Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)	4	3	3.5
15.	Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.	3	4	3.5
15.	Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.	4	4	4
16.	Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut	3	4	3.5
16.	Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut	3	3	3
17.	Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.	4	3	3.5
17.	Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.	3	3	3
18.	Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)	4	4	4
19.	Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.	4	3	

20. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.	3	4	3.5
	4	3	3.5
21. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.	4	4	4
	3	4	3.5
22. Guru meminta siswa berdialog di depan kelas.	3	3	3
23. Guru menunjukkan beberapa komik strips. Guru menanyakan situasi dan percakapan yang mungkin terjadi dalam gambar tersebut. (Komik seorang klien menanyakan informasi kepada agen perjalanan)	3	3	3
24. Siswa mengidentifikasi situasi yang terjadi dalam komik strips tersebut.	3	3	3
	3	4	3.5
25. Kemudian guru menunjukkan contoh dialog /ekspresi bahasa yang mungkin terjadi dalam komik tersebut	2	3	2.5
26. Guru meminta beberapa siswa untuk membacakan dialog tersebut di depan kelas.			
27. Guru membentuk siswa menjadi beberapa kelompok. (1 kelompok terdiri dari 2 siswa)			
28. Guru memberikan 1 (satu) set komik strips dengan jalan cerita yang sudah disusun secara acak. Balon dialog kosong.			
29. Guru meminta tiap kelompok untuk menyusun komik tersebut sesuai urutan.			
30. Guru meminta tiap kelompok membuat dialog sesuai jalan cerita pada komik.			
31. Guru meminta siswa berdialog di depan kelas.			
Penutup			
27. Guru menyimpulkan pembelajaran waktu itu	2	3	2.5
28. Guru memberikan informasi tentang apa yang akan dilakukan pada pertemuan berikutnya.	3	3	3
	3	2	2.5
29. Guru mengucapkan salam untuk mengakhiri pelajaran	2	3	2.5
TOTAL SCORE			117
Mean			3.77
(%)			94%

APPENDIX 11
Letter from University and School



UNIVERSITAS MUHAMMADIYAH MALANG
PROGRAM PASCASARJANA

Kampus I : Jl. Bandung No. 01 Malang-Indonesia +62-341-551253 Fax +62-341-562124
Kampus III Gedung ICT Lantai II : Jl. Raya Tlogomas No. 246 Malang-Indonesia +62-341-464318-19 ext. 267 Fax +62-341-460435

Nomor : E.5.d/0910/PPs-UMM/XI/2017
Lamp : -
Perihal : Permohonan Izin Penelitian

Malang, 6 November 2017

Kepada : Kepala Dinas Pendidikan Wilayah Kota Malang dan Batu
Jl. Anjasmoro No 40 Malang
Jawa Timur

Assalamu'alaikum wr wb.

Dengan hormat,
Dalam rangka menyusun tesis Program Studi Magister Pendidikan Bahasa Inggris
Direktorat Pascasarjana Universitas Muhammadiyah Malang, mahasiswa di bawah
ini bermaksud untuk melakukan penelitian di Instansi yang Bapak/Ibu pimpin.

Sehubungan dengan hal tersebut, kami mohon kesediaan Bapak/Ibu untuk memberi
izin penelitian kepada mahasiswa,

Nama : Anja Arowana Episcia Liviana
NIM : 201610560211023
Judul Penelitian : The Implementation of Role Play with Comic Strip to
improve the Communicative Competence of 10th Students at
SMAN 9 Malang

Demikian dan atas Izin Bapak/Ibu kami ucapkan terima kasih.

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